

**REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
KERALA**

(February 2—4 1966)



**EDUCATION COMMISSION
University Grants Commission Building
Bahadur Shah Zafar Marg
New DELHI
1966**

FOR OFFICIAL USE ONLY

R E P O R T

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E D U C A T I O N C O M M I S S I O N

T O

K E R A L A

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EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
BAHADUR SHAH ZAFAR MARG
NEW DELHI - 1966

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I. DISCUSSIONS WITH PRINCIPALS OF ENGINEERING COLLEGES, POLYTECHNICS, JUNIOR TECHNICAL SCHOOLS SELECTED FROM KERALA.

Convener .. Dr. R.N. Dogra

On the 2nd of February, 1966, the Commission held a discussion with a group of selected Principals of Engineering Colleges, Polytechnics and Junior Technical Schools in the University College, Trivandrum. The following points emerged from the discussions:

1. There are not enough qualified teachers in the engineering institutions in the State as almost all the qualified people are going out of the State for better jobs.
2. The salary scales of the teachers of engineering institutions are not satisfactory and the State has not made any significant attempt to retain qualified staff in the technical institutions by offering them sufficiently higher salaries.
3. Most of the courses introduced in the Polytechnics and Junior Technical Schools in the State are such as have no scope for employment within the State. The main reason for this is that industry has not developed in the State and as such there is no employment potential to people coming out of these technical institutions.
4. Students who successfully complete courses in the Polytechnics and Junior Technical Schools in the State are also finding it difficult to get employment elsewhere as the syllabii prescribed are also different. There is, therefore, need to revise the

syllabii of Polytechnics in such a way that the students completing courses from these institutions will be absorbed in employment in other States or they will also be in a position to join suitable engineering colleges.

5. Courses provided in Junior Technical Schools are very unpopular in the State for the main reason that employment opportunities are very little for students coming out of them.

6. There is no demand for admission to the School of Arts also, mainly due to lack of employment opportunities.

7. The Department of Technical Education is conducting examinations in subjects like shorthand, typing, binding, book-keeping and the like, but there is no uniform syllabii prescribed for these courses. The private technical institutions are teaching subjects like Electrical Engineering, Automobile Engineering, Welding, Fitting etc. in the Industrial Training Institutes and examinations are conducted by the State Government. It is a pity that the certificates awarded by the State Government are not recognised by the Central Government and, therefore, the students who complete these courses do not get employment outside the State.

8. The Food Polytechnic started in Kalamassery is also not popular for the same reason namely that the students after completing their courses, do not get employment, even though it is a post-matriculation course and the course is of three-year duration.

II. DISCUSSION WITH HEADS OF SECONDARY AND PRIMARY SCHOOLS SELECTED FROM KERALA.

On the 2nd of February the Commission met selected headmasters of secondary and primary schools in the State and discussed problems of school education with them. The following points were highlighted:-

1. At present there is no selective admission in secondary schools and by and large the policy of open-door access is adopted in all parts of the country. The only exception is a few well-managed reputed urban or residential schools. Because they provide a high standard of education a rush of admission is created.

2. It is very difficult to introduce selective admissions at the secondary stage as apart from the practical difficulties involved there is a good deal of academic opposition to the principle itself.

3. An examination of the position of secondary education in the year 1960-61 for which statistics are readily available would however indicate that at the secondary stage there is the question of over-production of matriculates and a fairly large scale unemployment among them so that there is need to evolve a general policy of introducing selective admission at this stage. While this is the position at the national level there is one factor which needs closer attention and that is the wide variety of attainment levels. The position of expansion of secondary education in some districts is found to be very unsatisfactory.

4. The secondary stage of education should be divided into two stages, namely the lower secondary stage of classes VIII-X which goes with the primary stage of education and then the higher secondary stage. The policy of selective admissions, should be designed and implemented separately for these two stages.

5. At the lower secondary stage selection will mostly have to be self-selection and the emphasis will be to identify the aptitudes of students by testing and guidance than by elimination by assessing the level of achievement. The system of selective admission has to be introduced in areas where expansion has reached a point at which funds would be better invested in qualitative improvement or vocationalization than in further expansion.

6. A well regulated restricted admission policy is needed for the higher secondary stage though there will be opposition in certain quarters. The first is the egalitarian argument put forward by backward classes, rural areas and under-privileged groups and societies who fear that their access to higher education which is one of their important tools for

socio-economic development will be adversely affected if admissions are restricted to them. It is necessary to allay their fears by a system of reservations for such groups as a transitional measure.

The second objection is that it is necessary to give higher education to young persons who have completed secondary schools and cannot find jobs or anything better to do and to provide them with some type of education would be a lesser evil than leaving them on the streets. This objection should be considered only as fallacious and should not be encouraged.

The third argument against selective admission is academic and based on the fact that in this country it has not been possible to evolve any dependable methods of selection. The present method of selection based mainly on examination marks finds popular support because of its apparent justice, facility and administration and because of a fear that any discretionary powers invested with individual institutions might lead to favouritism, nepotism, casteism and even corruption. There isn't yet that realization that examination marks are a poor and undependable measure of talent or potential growth. There is also not the realization that such a system is heavily weighed in favour of students from urban areas and children of well-to-do parents or good schools. A method of selection which will take into account past performances, native talent or principles of social justice does not exist today.

Taking all these facts into account it is necessary for a body like the Education Commission to declare unambiguously that all admissions to higher secondary and university education would be made on a selective basis with due regard to the natural talents of the students, their achievements at the earlier stages and the principles of social justice. Such a policy is already being implemented to some extent in a few universities in courses in science, technology, agriculture or medicine and in a fair number of institutions of even general education which are keen on the maintenance of standards but no desired research can be achieved by piecemeal efforts and what is needed to be is a national policy of selective admission to the higher secondary and higher stages of education including courses in humanities and commerce and Commission, therefore, has to give a very high priority to the problem of evolving good methods of selection.

III. DISCUSSION WITH PRINCIPALS OF COLLEGES
INCLUDING PRIVATE COLLEGES SELECTED FROM
ALL OVER THE STATE.

Convener - Dr. K.G. Saiyidain.

On the 2nd of February the Commission met a group of principals of Arts and Science Colleges from the State and held a discussion on problems of higher education. The following points emerged from the discussions:-

1. The standards of higher education can be improved by adding one more year to the courses of instruction resulting in two years of pre-degree course and three years for first degree courses.

2. It is desirable to conduct a university examination after two years of instruction after matriculation.

The Govind Raj Committee has also suggested that University Examination must be conducted after two years of the matriculation examination.

3. Improvement in higher education is mainly related to the question of discipline. Unless there is discipline, it is futile to talk about any improvement in standards. The routine instructions are very often impeded very frequently in the course of academic years due to the involvement of students in various types of agitations.

4. According to some of the Principals who participated in the discussion, the indiscipline among students is due to inexperienced lecturers and lack of facilities required by the students in the form of good library, a good laboratory, etc.

5. Since the intention of the pre-degree course is to conduct an intensive course for students before

they join the colleges, it does not really matter whether this course is attached to the college or to the secondary school.

6. There is difficulty for students to follow classes in English at the higher stages as the medium of instruction at the school stage is Malayalam in most of the institutions.

7. It is necessary to increase the number of lecturers to improve standards. If a department is having 14 lecturers it must be allowed to have at least 20.

8. It is seen that in Kerala there are even some agricultural and engineering graduates who are working as clerks, which shows that there is unemployment in professional sector also.

9. No student should be admitted to the college if he has not got a minimum of 45% marks in the aggregate. There is, however, a rule in the State according to which seats are reserved for students belonging to backward classes. It is necessary to insist that even though seats are reserved for students belonging to the backward classes, they should be admitted to the colleges only if they have received the minimum prescribed marks.

10. There is need to establish two more universities in the State as the Kerala University has become unwieldy.

11. The University Grants Commission is at present giving grants only to the extent of 60% of

the deficit. This is not adequate.

12. Even though physical education is included in the curriculum of all colleges, very often it is seen that most of the students do not get opportunities to take part in sports.

13. The N.C.C. training is not liked by most of the students. It is necessary, therefore, to let the students to choose any one of the following:

1. Manual labour.
2. N.C.C.
3. Sports.



IV

DISCUSSIONS WITH REPRESENTATIVES OF PREMIER LIBRARIES IN THE STATE AND OTHER INTERESTED IN LIBRARY DEVELOPMENT.

On the 2nd of February the Commission met a group of persons interested in library development in the State of Kerala. The questions relating to adult education and public libraries were discussed at this meeting. The following points emerged from the discussions:-

1. Elimination of Adult Illiteracy:- Though Kerala has the highest literacy in the country, there were still two million adults in the age group 15-44 who are illiterate and some programme for making them literate should be taken up in the State. It was suggested that Adult Education Corps should be organized for this purpose. Institutions like Granthasala Sangam, Harijan Sevak Samaj, Bharat Sevak Samaj, YMCA etc. can provide volunteers for taking up this programme. It will be necessary to give the volunteers a small out-of-pocket-expense allowance.

The Government will have to take the following responsibilities in this connection:

- 1) It would be required to take the necessary initiative for organizing Adult Education Corps. The entire responsibility for training volunteers for teaching adults should be taken by it. It will have to provide the necessary funds which may be to the tune of about 20 lacs of rupees every year for the work of the Adult Education Corps.

2. Organizing a System of Public Libraries:-

In regard to public libraries the opinion was unanimous

that Kerala should have a library legislation more or less on the lines of the Library Acts in the States of Andhra Pradesh, Mysore and Madras. However, there should be a State Library Fund instead of different local library authority funds. This is necessary for having a uniform library service in the State which alone will help the proper growth of public library profession in the State.

While the State Government will be responsible for providing public library service, care should be taken to see that local participation and initiative are encouraged. At the lowest rung of public library structure, school libraries and panchayat libraries should be integrated to service both children and adults alike. The service conditions of professional personnel in the public library system of the State should be the same as that of the education service in the State as explained in the report of the Advisory Committee on Libraries appointed by the Government of India in 1958. The State of Kerala has adequate facilities to train librarians.

3. Publication of Books:- A well-organized state-wide public library service would make much greater demand on the book trade. There is need to adopt "pre-natal" classification of books to save much mechanized labour on the part of professional libraries. Granthasala Sangam should discuss this with the publishers and libraries. If a minimum number for bulk purchase is guaranteed, publishers would even agree to bring out catalogue coupons to supply them along with the books purchased for the libraries.

V. DISCUSSION WITH TEACHER EDUCATORS SELECTED
FROM THE TRAINING SCHOOLS AND TRAINING COLLEGES
IN THE STATE

On the 2nd February, 1966, the Commission met a group of teacher educators selected from all over the State at the University College, Trivandrum, for a discussion on problems of teacher education and teacher status. The following points emerged from the discussions:

1. For recruitment of a primary school teacher, the minimum qualification at present is SSLC with 42% in English, Malayalam and Mathematics and an aggregate average of 40%. In the case of Scheduled Castes and Scheduled Tribes, this qualification is relaxable. It was suggested that the minimum qualification should be modified so that those who get an average of 50% and above only, should be recruited as primary school teachers.
2. The status and salary of Training School teachers should be made on a par with the lecturers in junior colleges.
3. The quality of teaching English in the primary schools should be improved by appointing teachers having special training in teaching English.
4. The pre-degree course offers teaching as one of the optional subjects. Students must be encouraged to opt for this course as extensively as possible and the Department should make provisions for practice teaching so that candidates completing this course could be appointed as teachers.
5. The status of primary training schools must be raised and re-named as junior training colleges and the secondary training colleges should be called senior training colleges.

**VI. DISCUSSION WITH REPRESENTATIVES OF
MANAGEMENT OF PRIVATE INSTITUTIONS**

On the afternoon of the 2nd February, 1966, the Commission held a discussion on problems of management of educational institutions with representatives of private institutions. The following points were highlighted in the discussions:

1. Managers of private educational institutions in the State have no freedom. They have no powers either to appoint the teachers or to punish them.
2. There are some managers who are misusing their powers. This is probably the reason why Government is not giving full powers to them even to appoint teachers. In view of the responsibilities being discharged by the managers, they should be given powers to appoint any of the teachers from the qualified list that would be published by the Government from time to time.
3. The Government must pay the entire deficit for maintenance of buildings and for purchase of equipment for colleges.
4. In the State of Kerala, managers are not the heads of the institutions as in the Madras State. All correspondence of the Department is conducted through the Headmasters of the private institutions whereas in Madras the Department corresponds with the correspondents of the private educational institutions who invariably are the managers of such institutions. It was pleaded on behalf of the managers that it should be given full powers for selecting the teachers and controlling them and also all powers for sanctioning pay to the teachers.
5. If the Government decides to take over all the private schools in the State, it will not be possible for them to implement this decision for the simple reason that the State has no resources though it was pointed out by some that such a step is necessary as most of the private schools are run with profit motives.

VII. Discussion with representatives of
School Teachers' Associations.

The Commission held discussion on problems of education at school stage with representatives of School Teachers' Association on the afternoon of February 2. The following points were made out :-

1. There should be a uniform pattern of education in India. There should be 7 years of primary education followed by four years of high school or secondary education.

2. The age of admission for class I should be 5½ years.

3. There should be general education upto class VIII and diversification thereafter.

4. The present educational system should be re-orientated to the demands of the industrial society.

5. Public examinations may be done away with. At the end of the lower primary stage there may be a test - not examination. Examinations should be conducted by the Heads of Institutions of the Districts concerned either at a district or sub-district level. The present S.S.L.C. examination system needs revision. As a matter of fact the entire examination system should be reformed.

6. There is no need for free education. Those who are financially well off should pay fees. Special levies should also be collected.

7. There should be a national standard at the end of Class X so that students compare favourably with their counterparts in other States.

8. Minimum standards of knowledge should be provided for all. But those who are very bright and talented, special arrangements by way of extra coaching in schools etc. should also be made.

9. Every school should be provided with a workshop ~~etc.~~ by the Government.

Subsidised

10. The general feeling was that education should be made a concurrent subject.

11. The teachers should be given their due status like the Engineers or Doctors, because teachers too have received professional training like them.

12. There should not be nationalisation of textbooks. Instead a Committee/Board consisting of eminent teachers should recommend 2 or 3 books on a subject - the publication of which may be entrusted to private publishers or the Government itself may publish them. But the Headmasters should have discretion to choose the best book out of two or more recommended on the subject.



VIII. Discussion with representatives of
College Teachers' Association

On February 2, the Commission met the representatives of the College Teachers' Association and discussed problems relating to education at the collegiate level. The following points emerged :-

1. There has been a phenomenal expansion of education at the Collegiate/University level. The number of students in Arts and Science Colleges far exceed their intake capacity. The result is that there is lack of facilities. This is bringing down the standards. There must be 3 Universities in Kerala out of which one must be a Central University.
2. In Kerala Students Unions are affiliated to Political parties and this has contributed to students indiscipline. It was suggested that the teachers should have personal contact with the students and try to make them understand the disadvantages of their active association with political parties.
3. N.C.C. in Kerala is getting a lukewarm treatment. Students attend only minimum number of parades. Though it is a good policy to have students trained, it is necessary to see that the training is properly imparted and received.
4. The time allotted for studying languages is not adequate at the higher stages,
5. Though the qualifications prescribed for the posts of University Lecturer, Government College Lecturer and Private College Lecturer are the same, their pay scales are different. There should be parity in the scales of pay.
6. Education should be made a concurrent subject.

IX. Discussion with representatives of
students selected from all over Kerala.

The representatives of students met the Commission on February 2, 1966 and discussed problems of education. The following points were made out:-

1. Compulsory N.C.C. should be included as a special subject in the curriculum. There should be an examination at the end of the training.

2. The root causes of student indiscipline are frustration, inefficient teaching staff, disproportionate teacher-pupil ratio, inadequate library and laboratory facilities etc. It was their view that the colleges are not sincerely doing any thing to improve students.

3. The students were of the view that diversification must be effected from S. S. L. C. onwards and that they must be afforded adequate opportunities to utilise their skill, not as at present that a B. Sc. is forced to join as a Bus Conductor.

4. Religions instructions should be introduced in educational institutions. It would be preferable if certain common principles of all the religions are taught.

5. For promotion from one class to another, commulative records of students should be maintained by teachers and promotions made only in consultation with the respective teachers.

6. Examination system needs improvement.

7. There is great disparity in the award of scholarships. Very often subjects in humanities are neglected. It was, therefore, urged that some scholarships must be earmarked for humanities exclusively.

8. Post-graduate students may be allowed to teach in college classes so that they will not feel any difficulty if some of them are appointed as Lecturers after passing their examinations.

9. The first degree in Engineering course must comprise of 12 years & 5 years.

10. The students should abstain from active politics during their studies and should establish closer contacts with teachers for solving their difficulties.

X. Discussion with Educationists interested in the Education and Employment of Women.

On the afternoon of February 2, 1966 the Commission held discussion with a group of Educationists interested in the Education and Employment of Women. The following

points were highlighted:-

1. Objectives of Women's Education

The objectives should be the same as for boys. They should, however, include inter alia development of abilities to combine successfully careers with home making is leadership; knowledge to bring up children as proper citizens; ability to supplement income; and preservation of the best in our social and cultural values.

2. Pre-Primary Education

Greatest attention must be paid to pre-primary education instead of concentrating on primary education without attending to pre-primary education.

3. Co-education

There should be separate schools for girls at the secondary level. It was suggested that :-

- a) To the extent possible the new schools to be started should be girls schools.
- b) In the existing mixed schools, separate sections and/or shifts for girls should be started.
- c) The number of women teachers in mixed schools must be increased.
- d) Mixed schools should have women teachers as their Heads or at least there should be assistant headmistress wherever headmistresses are not available.
- e) In the colleges where there is co-education, separate sections must be organised for physical education of girls.
- f) Universal education of girls upto the age of 14.

Following are the factors which obstruct the spread of universal education:-

- a) Families of labour classes and poor communities need their older girls to look after the younger ones at home, while the

mothers go out for work. Therefore, older girls are not able to go to school.

b) In the Malabar area the Muslims even in the well-to-do families are against sending their girls to school beyond the age of 12.

The measures suggested are:

a) Opening full-time pre-primary schools (Balwadis) and day creches on a large scale in all the areas. For the maintenance of these pre-primary schools, voluntary associations in the localities should be given grants and entrusted with the responsibility of management.

b) Minimum amenities such as conveyance, mid-day meals should be offered to girls free of cost.

c) After assuring the amenities, education must be made compulsory upto the age of 14.

d) In the Malabar area, residential schools with free boarding facilities should be opened for girls.

In the Fourth Plan period the Harijan Welfare Department should open more hostels for girls, because in hostels alone continuity in the studies of Harijan girls can be assured. Similarly, for the girls from the tribal areas, the number of Government Residential Basic Schools should be increased.

e) Transport facilities need be made available in the areas, where pupils experience difficulties in rainy seasons.

f) Educational concessions can be increased on economic basis at the secondary level.

5. Measures to increase employment opportunities for Women.

The following measures were suggested:

a) Appoint as teachers only women in the pre-primary and primary classes.

b) Train more nurses.

c) Create opportunities for educated women to work in other States.

- d) Give more training to women students in expressing ideas in Hindi and English so that educated girls can secure employment outside the State.
- e) Open training courses in Secretarial, Co-operative, Receptionist, Catering, Hotel services and other vocational trades to prepare women for such jobs.
- f) Urge educated women to take up jobs in production centres and craft centres.
- g) At present, women's Polytechnics admit only S. S. L. C. passed candidates. There is need for similar Polytechnics to give vocational training to girls who have studied upto IX and X Standards and those who are not considered eligible for college courses.
- b) Provides opportunities for part-time employment of women as Balwadi teachers, teachers in Schools, tourist guides, typists receptionists etc.

6. Modifications needed in the curricula to meet the special needs of girls and women for preparing them for careers.



- a) Home Science must be included in the curriculum in all the primary and secondary schools, not to replace or in the place of the science and general education content but as a core subject.
 - b) There is need for diversification of courses at the secondary level to bring about vocationalisation. The diversified courses could be agriculture horticulture, home science, music and other fine arts.
7. Special assistance to educational institutions for girls.

In view of the fact that more than 70% of the institutions for girls in Kerala are run by private managements at all levels, there is need for giving them 100% grant for both recurring and non-recurring expenditure.

8. Women's University

The Group felt that there was no need at all for having separate Women's institutions of higher education with the status of University.

9. Facilities needed for Women Workers

a) At present, the women workers, especially teachers in rural areas suffer for want of accommodation and conveyance. The State Government should see that accommodation is provided to all the women workers in rural areas.

b) In order to help working mothers, pre-primary schools should be established for taking care of their children.

10. Allotment for Women's Education

The State Government should see that allotment for girls' education is utilised within the time specified and is not allowed to lapse or to be diverted.

11. Wastage in Women's Education

There is need to sponsor studies for assessing the extent or wastage in the education of girls.



UNIVERSITY OF KERALA

XI Discussions with Heads of Departments
of Kerala University.

When the Education Commission met the Heads of the Departments of the University of Kerala on the 2nd of February, 1966, the following recommendations were made for consideration by the Commission:-

1. At the University level there should be provision for a diversity of courses to suit students of different intellectual capabilities, aptitudes and tastes so that the total personality of our youth is developed. Conventional educational programmes need remodelling to suit modern needs.
2. Fifteen years of institutional instruction leading to the first degree in Science and Humanities might comprise/8 years of elementary education, 2 years of high school or secondary and 2 years of higher secondary or pre-degree. The Higher Secondary or Pre-degree institutions might function as separate entities under the supervision and academic control of a separate Board of Higher Secondary Education in each State or specified regions.
3. There should be greater co-ordination of efforts between the authorities of the feeder schools and those of the university which receives the products of these schools. The University should have an effective voice in the preparation of school curricula and an opportunity to review occasionally the pattern and content of the curricula, the physical facilities provided and the standards maintained at different stages in schools.

4. There should be balanced development of humanities and sciences. The rush of students to scientific and technological courses is a natural consequence of the country's progress in the field of pure science and technology and deserves to be encouraged rather than discouraged. At the same time students should be attracted to social sciences and humanities also by providing liberal scholarships and other incentives.

5. The Higher Secondary or Pre-degree examination should be made terminal for job-oriented courses and qualifying for technical and professional courses so that rush to arts and science courses will be abated.

6. The need for more universities in India is very much indicated by the huge numbers of student enrolment in some of the existing universities, Calcutta (1,20,000), Kerala (1,01,000), Agra (90,000), to quote the first three; the optimum student strength for a university seems to be 30,000 to 40,000. If for financial or other reasons the establishment of new universities is not practicable, the next best thing to relieve congestion is to start University Centres and endow such Centres with delegated powers of supervision and control over some of the units of the university including the affiliated institutions in their proximity.

7. In Kerala, out of the 140 institutions affiliated to the University, 113 are privately managed, and 87 per cent of the total student enrolment attend

these private colleges. The financial help these colleges get is comparatively very little. The University Grants Commission and the State Government should come to their aid for improvements in staff position, physical facilities, students amenities, etc. Such help is essential to maintain proper standards and to avoid wastage and stagnation in higher education.

8. Teachers' status and conditions of service require further improvement to attract the right type of people to the profession. Teachers' salaries in higher grades should compare reasonably with salaries of all-India administrative services. Quality work should be given suitable recognition.

9. The balance between teaching and research should be maintained, especially in the post-graduate departments. Teachers should be encouraged to improve their qualification periodically and also to engage themselves in research, for which facilities should be provided.

10. The system of examination should be reviewed and revised laying more emphasis on internal assessment and more frequent class tests.

11. The system of disbursing grants by the University Grants Commission needs to be liberalised. The insistence on matching grants from the State Government should be done away with.

12. The Acts of State Governments relating to Universities should be amended giving real autonomy to the Universities with more administrative powers and longer terms of appointment to the vice-chancellor.

13. Higher education may be made a concurrent subject to ensure broad principles of all-India applicability, provided that will not render Indian Universities stereotyped institutions.

14. A system of periodic inspection of affiliated institutions by a senior official should be introduced in Universities to verify if instructions issued to them are carried out in practice and standards are maintained.

15. The scholarship schemes of the Central and State Governments should be expanded to cover a larger percentage of school and college students. Scholarship Boards should be established both at the national level and at the State level to administer national and State/University Scholarship Schemes. Scholarships should be available for research work also.

16. The following matters require attention:

- (a) Cheap text-books should be made available to students.
- (b) Health Centres should be established for health check up and medical aid in areas of student concentration.
- (c) Student guidance and counselling work should be started at least in urban areas.
- (d) Provision should be made for talent search among students and for special coaching facilities to develop discovered talents.

17. English should continue as the medium of instruction in higher education, particularly in science and technology courses. In the meanwhile, careful preparation may be made for a change over to Malayalam.

XII : DISCUSSION WITH THE VICE-CHANCELLOR,
KERALA UNIVERSITY.

The Vice-Chancellor, University of Kerala discussed the main problems of education with the Commission on February 3, 1966. The following points emerged from the discussion:-

- (1) The universities are temples of learning but in Indian Universities it is difficult to bring about a good atmosphere comparable to 'English' Universities.
- (2) In Kerala, University education suffers much because of political manipulations.
- (3) But the most redeeming feature of our universities is that they are providing education to rich & poor alike. It makes no distinction between caste, colour, creed or sex.
- (4) The tendency among the Teachers' Associations and Private College managements to behave like trade unionists is deplorable.
- (5) Universities are living organisms. The State, the U.G.C. and the like bodies in their treatment to the universities should not adopt a mechanical approach.
- (6) The ideal for any college institution or university should be the service to the youth.
- (7) The tendency of certain colleges to employ teaching staff or to admit students belonging to a particular religion or community exclusively or mainly should be checked.

(8) The rush to colleges/university in Kerala is tremendous and much beyond their intake capacity. This has resulted in lack of facilities - of buildings, equipment, library, laboratory and of teaching staff - to the students and consequently in the lowering of standard.

(9) Research facilities are not being provided at the university Research Departments, Colleges or University Centres.

(10) In the University of Kerala the administration is being run with the assistance of 212 members. On Senate there are official representatives of the Panchayats, Municipalities, Corporation and Trade Unions. University Registrar is responsible for the convening of university meetings. The whole set up is democratic and that is the reason for not constituting a Council.

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(11) The university should be prune of the influence of the Ministers and other political leaders etc.

(12) The Vice-Chancellor should be vested with powers to expel wrong person both from the teaching group and from the learning group.

(13) The term of Vice-Chancellor should be for more than a period of 3 years.

(14) The present pattern of education is Kerala viz, 10 + 2 + 3 year system which is being introduced has to be watched.

DISCUSSION WITH EMINENT EDUCATIONISTS

1. Shri P.P. Ummer Koya, former Education Minister, Kerala, and Member, Public Service Commission:

Educational institutions in Kerala do not have sufficient accommodation, equipment and furniture and at the same time the number of schools is increasing rapidly and very often all the minimum requirements are not fulfilled before the institutions are started.

It is necessary to have a Selection Examination after the SSLC for choosing the right type of teachers. Different communities in the State are given separate quota for purposes of appointments etc.

The selection of teachers is done on a district-wise basis. There are Recruitment Boards at District Headquarters to process the selection formalities.

The graduate teachers appointed, are not properly equipped to be good teachers as their subject knowledge is poor. There is no probation period for teachers in the State but ordinarily one year is taken to be the probation period.

The library movement is very popular in the State and there is some interest among the people to cultivate reading habits.

2. Col. Godavarma Raj

Sports should be popularised in every school and discipline will improve automatically.

Travancore University started N.C.C. for the first time in 1941-42 and at that time it was considered the best programme for inculcating discipline in the minds of students.

It is, however, wrong to think that N.C.C. is the only programme by which discipline can be cultivated in educational institutions. There are other programmes too. N.C.C. should be made compulsory but in the case of girls it may not be made compulsory.

There should be a scheme by which students should be enabled to travel all over the country.

3. Shri Sonpar, Director of N.C.C.

The attendance and performance of the N.C.C. cadets in the State are very good. It cannot be said that there is lack of interest among the N.C.C. cadets in the State though there is such a criticism among the people to that effect. The attendance in N.C.C. parades are satisfactory and no programme of N.C.C. is taken up without consulting the Principal of the College concerned. It is necessary for the Commandant to make certain rules and regulations to organise the N.C.C. programmes. Otherwise, there will not be any orderliness and the very purpose of promoting a disciplined mind will be lost. Marching is the central part of military training and it is very necessary for building up a sense of discipline, bearing and leadership.

4. Shri Suranad Kunjan Pillai:

Hindi is already taught as a compulsory subject in the secondary classes of the State and in the College it is an optional language. The students are, therefore, free to choose Hindi or Malayalam at the collegiate stage. It is seen that already more than 50% of the students are taking Hindi as the second language. (The figures supplied by the Registrar, University of Kerala for the year 1964-65 indicate that for the P.U.C. in 1964 the number of students who offered Hindi as

the second language was 13,620 as against 11,830 students who offered Malayalam. In 1965, for the B.A. and B.Sc courses the number of students who offered Hindi was 4,860 as against 4,602 who offered Malayalam as the second language).

It is worthwhile to teach two additional Indian languages at colleges besides English and if the curriculum is adjusted properly, this will not involve any addition in the periods of study.

Since South Indian students are studying North Indian languages, it is necessary for students from North India to study some South Indian languages. This is not merely for compensation but it is necessary for the North to study the sub-culture of South and for the South to know the sub-culture of North and this will be possible only by studying languages of both the sections.

It is the misfortune of the State that there are corrupt practices prevailing throughout. If students are to be admitted to any professional course, the managements collect donations from them. If anybody is to be appointed as a teacher, there too the management receives a lump sum from candidates before they are appointed as teachers. This is mainly due to the inadequate grant-in-aid system of the State Government.

5. Shri Kainikara Kumara Pillai:

Textbooks are prepared in the State with the help of a Board appointed by State Government and by and large the books selected are of proper standard.

It is not correct to believe that the books produced

by the State will be of low quality. It will also be possible for the State to produce books at cheap rates if the production is nationalised. It is neither necessary nor practicable to consult all the teachers before the textbooks are produced but it is possible to take one or two competent representatives from the teaching profession to the Board which selects books.

It is a good idea if books can be tried in classes before they are actually printed and made available as textbooks for students.

For producing high quality books, it is necessary to requisition the services of the best authors and persuade them to write textbooks in any language they like. Later on it could be translated or adapted to the requirements of the States concerned.

6. Shri K.V. Kunhambu, Ex-Minister for Harijan Welfare:

The students of Scheduled Castes and Scheduled Tribes, particularly in Wynad area are not getting adequate grants for continuing their studies after the SSLC with the result that they are not able to take up higher education. It is necessary to give them grants for purchasing books and also for meeting hostel and other charges. The percentage of reservation of seats to Scheduled Castes and Scheduled Tribes for higher education is only 5% which is inadequate and it must be raised at least to 10%. Boarding and lodging should be arranged by the State free of cost to Harijan students who are admitted to professional courses.

7. Shri P.T. Bhaskara Panicker:

There must be vocationalisation of education from the 7th standard and the attitudes of students should be reasonably ascertained while they continue their studies from the 7th to the

10th standard.

8. Shri C. Narayana Pillai:

The changes that are introduced in the educational system are so numerous and frequent that nobody knows about the exact state of affairs of the present system of education. The country has no national system of education even after the lapse of 17 years after attainment of freedom.

9. Shri B.C. Varghese, Trichur:

The whole courses of education should consist of 15 years, divided into four stages - elementary education of seven years, secondary education of three years, pre-degree education of two years and three years' education leading to the first degree.

The first ten years of education should be the minimum that should be made available to every student in the country, of which the first seven years should be common for all children. Diversification and vocationalisation should start on the basis of aptitude tests after the completion of the elementary stage of education.

At the end of the 10th standard, there should be a test to know the attainment and aptitude levels of students. The general level of education in the State has advanced so much that it should be freezed and further expansion checked.

Educational expansion in the State has never been related to economic development of the country. The objectives and aims of education need reformulation and should include democratic socialism, science and technology orientation.

The philosophy and way of life behind basic education have not generally been accepted in the country.

DISCUSSIONS WITH SHRI P. GOVINDA MENON, UNION
MINISTER OF STATE FOR FOOD AND AGRICULTURE.

XIV. The Education Commission during its visit to Union Trivandrum met the Minister of State for Food and Agriculture for a discussion on the 3rd of February, 1966. The following points emerged from the discussion:-

1. It is not enough to make statements about falling of standards. Positive schemes are required to be taken up to improve the educational standards.

2. It is not a sound policy to make regional languages the medium of instruction at the higher stages of education. Ultimately this will make it impossible for higher education to be imparted through a common language when English is replaced. And this will pave the way "to culturally balkanise the country".

3. There should be a conscious process in at least one university in every State where students from all over the country are admitted and taught by teachers selected from all over the country to bring about emotional integration of the people of different States.

4. So far as school stage is concerned, mother tongue should be the medium of instruction.

5. There is need to appoint professors who are well-versed in the teaching of their subjects and who are known to keep in touch with the modern developments. This will necessitate modifying the rules of promotion which is at present based mainly on the basis of seniority only.

6. There is a good deal of wastage in the present system of education and one way of reducing this in a significant way would be by re-introducing public examinations at the middle school stage.

7. The Office of the Director of Collegiate Education in the State of Kerala is redundant as the only function of this office seems to be to effect transfers of teachers from one Government College to another. There is need to encourage Government colleges to become independent institutions so that teachers working there would acquire a sense of belonging. Such a step will help the growth of institutions academically.

8. The Commission might find it useful to study the scheme (called 'Panampilly Scheme') of appointment of teachers in private institutions and also the disbursement of their salaries which was introduced while he was the Minister in charge of Education in the State of Kerala.

9. Reservation of seats in the educational institutions is no longer necessary and this practice should be done away with at the earliest opportunity.

DISCUSSION WITH THE GOVERNOR OF KERALA

XV. On the 3rd of February, the Education Commission met the Governor of Kerala for a discussion at Raj Bhawan. The following points were highlighted in the course of the discussions:-

1. The University in Kerala is loaded with more of administrative work and therefore it is necessary to establish a body on the model of University Grants Commission to take over the administrative responsibilities of the University. This will give the University adequate time to effectively deal with academic matters.
2. The control by the University over affiliated colleges for maintaining efficiency and standards is not effective.
3. It is not proper to tag on pre-degree courses with the University. This must be entrusted to an independent authority.
4. So far as Kerala is concerned there is need for at least two more universities - at Ernakulam and Calicut.
5. The University Centres now established would not serve the purpose of meeting the present demands of higher education. These centres also will not help improve standards. It is, therefore, necessary to convert these centres into full-fledged universities and assign specific areas and specialised subjects to them.
6. The practice of sanctioning schools to meet the demands of communal organisations has done more harm to the State. This practice has to be dispensed with

immediately. Educational institutions should not be opened on the basis of communal demands. The criterion should be to open them on the basis of felt needs.

7. The private managements in the State were adopting subterfuge to evade appointment of trained hands as teachers. The practice of demanding *pagree* from applicants for appointment as teachers is wide-spread in the State and effective steps have to be taken to stop this malpractice. It was also revealed that similar type of malpractices exist for getting admission even in training institutions for teachers. It was also revealed that the practice of sale of seats in professional colleges by collecting capitation fee is also wide-spread in the State and in spite of all the regulatory measures taken, it continues unabated.

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XVI - DISCUSSION WITH THE MEMBERS OF THE STATE EDUCATION ADVISORY BOARD.

The members of the State Education Advisory Board met the Commission on February 4, 1966. The following points were highlighted:

(1) The Advisory Board is a statutory body to advise the government on important matters relating to Education. Its recommendations are generally accepted by the Government.

(2) On the advice of the Board 16 periods out of the total 35 periods in a week in a school are allotted to the teaching of languages - 7 for English, 6 for regional languages and 3 for Hindi.

(3) There are a few schools in Kerala where English is the medium of instruction and many people prefer to send their wards to these schools because they think that if their wards study English early enough, it will give them a distinct advantage over the other people.

(4) Students find it easy to pick up science subjects if they had English as the medium of instruction.

(5) Another advantage of English as the medium of instruction is that students after completion of their studies can seek employment in other States of India as well as in the neighbouring countries of Burma, Singapore etc.

(6) To switch over from English to the regional language will create difficulties particularly in Science subjects. If the wishes of the parents are taken into consideration, we may have to convert 50% of the schools as English medium schools.

(7) The group was not very enthusiastic about correspondence courses. It felt that discipline and conduct cannot be induced through correspondence courses. However, as a measure to reduce pressure in colleges, these courses may be tried.

(8) Due to financial consideration some brilliant students have to discontinue their studies. It was suggested that students whose parents' income is below Rs. 3000/- per annum should be given financial concessions to continue their studies.



XVII - DISCUSSION WITH EDUCATION SECRETARY,
DIRECTOR OF PUBLIC INSTRUCTION, DIRECTOR
OF COLLEGIATE EDUCATION, DIRECTOR OF
TECHNICAL EDUCATION AND COMMISSIONER
OF EXAMINATIONS.

The Commission met the Education Secretary and other Officers of the Education Department on February 4, 1966. The following points emerged in the course of the discussions:-

Junior Technical Schools

The enthusiasm^{am} of the public to the Junior Technical Schools is dying out because there are no employment prospects for the students coming out of these institutions. The schools were set up in pursuance of a centrally sponsored project and the State Government is helpless to make any needed alterations in the pattern. The number of these schools in the State is 20.

2. Initially the minimum qualification for admission to these Junior Technical Schools was 8th Standard but students after passing out of the school are not guaranteed any opportunity for job either in private or public undertakings. Nevertheless the minimum qualification for admission has been raised to S. S.L.C. passed students.

3. In the 3rd year course of study, specialisation in any one subject is provided but this again is dependent upon the facilities available at the Centre.

4. To over come these drawbacks it was suggested that the apprenticeship of the students of the Junior Technical Schools may be modified and instructions through government orders should issue for providing certain percentage of students in the vacancies of the public and private undertakings. These students have to be given parity with those coming from the I. T. Is.

Multipurpose Schools

5. Commercial practice, Home Science, Mechanics etc. are subjects which are taught in these schools. These provide instruction for 3 years. Radio Engineering may be of advantage and can also be introduced. It would not be advisable to wind up all those establishments but it may be fruitful if one year practical training for every course is introduced.

6. Two more polytechnics are contemplated under the Fourth Plan but there is a need that Diploma courses should be reorganised to become really practically courses.

7. Graduate courses should be developed on a zonal basis.

8. It was admitted that the total amount allotted for scholarship could not be fully utilised for one reason or the other. As a matter of fact only $\frac{1}{4}$ of the allotted amount was actually spent.

9. It was suggested that to develop the economy of Kerala, Fisheries, Rubber etc., should be developed.

10. There is shortage of skilled personnel in the villages and the opportunities for jobs for persons who have general education are remote.

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XVIII. DISCUSSION WITH PROF. JOSEPH MUNDASSERY

On the 4th February, the Education Commission met Prof. Mundassery, Ex-Education Minister of Kerala for a discussion. The following points were highlighted during the course of the discussions:

1. The Commission might consider the utility of introducing a scheme of tool boxes in the primary schools in the country. While he was Education Minister in the State, he had finalised the details of such a scheme which might be usefully considered by the Commission. This scheme might serve as an alternative to the Basic Education scheme and will also help students to understand the use of certain mechanical devices.
2. The practice obtaining in Sweden of giving vocational instruction through vocational schools in addition to regular classes may also be considered by the Commission.
3. In a State like Kerala where quantitative expansion has taken place in a large measure, schemes of qualitative improvement have to be taken with a sense of urgency.
4. In Kerala, the practice is to admit students even when they are four or five years of age, to primary schools. This is not a good practice and no children should be admitted to primary schools until they are six years of age. This will ensure that when the students are ready to receive university education, they would be 17 or 18 years which would be a suitable age when they can be expected to grasp and understand what they

are taught at the higher stages.

5. In Kerala, the first degree is now part and parcel of general education and many of the class III officials, Lower Division clerks, etc. are graduates.

6. Teaching of languages at the degree level on a compulsory basis should be discouraged as it is not necessary. In all progressive countries in the world, study of languages is not included after school level of education. A period of twelve years is more than sufficient to master the needed number of languages.

7. There is no need to teach literature to students who are not wanting to specialise in the same. The practice obtained in ancient Kerala namely Nilatherzhuthu is actually based on this philosophy. We need not dispense with some of the useful measures which were in practice in ancient times for the simple reason that they were old practices.

8. Democracy and socialism which are the proclaimed objectives of our Constitution cannot be achieved through mere slogans. There must be concrete programmes by which these objectives can be transformed into ways of life and education has to play a key role in achieving this.

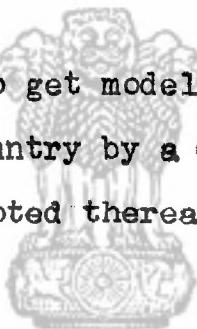
9. The State of Kerala is a unique example of a museum of different traditions and patterns which very often work not in cooperation but in competition of tension with one another. A detailed study of such social tensions will be helpful for suggesting certain educational programmes.

10. In a State like Kerala where quantitative expansion has been satisfactory, there should be a policy which should stop proliferation of educational institutions in future. The main difficulty in this State is inflated demand for expansion of education as there is a multiplicity of communal agencies interested in starting such institutions not necessarily based on felt needs.

11. It has not been possible for this country to absorb foreign terminology in a significant way.

12. Frantic attempts being made by Pandits to resurrect Sanskrit words into Hindi and regional languages must be discouraged.

13. There is need to get model books written by the best authors of the country by a Central authority and the same should be adopted thereafter for use in the various States.



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XIX. DISCUSSION WITH THE ADVISER TO THE GOVERNOR AND SECRETARIES TO THE GOVERNMENT.

The following points emerged from the discussion which the Commission held on the afternoon of February 4, 1966, at the Kanakakunnu Palace, Trivandrum.

1. The total number of teachers employed in the schools of Kerala is 250 thousand. They demand revision of pay scales. There is justification for the same. But funds do not permit to pay attractive salaries and bring competent people to teaching profession. At least Rs. 1.25 crores would be needed if pay scales of teachers are revised.

2. The cost of living in Kerala is higher than in Assam, Madras and several other States.

3. In addition to the salaries of teachers which are paid in toto, the Government is also giving maintenance grants for maintaining equipments and buildings and also grants to cover the entire salary for the non-teaching staff. The State also gives grant-in-aid to Private Colleges for teaching staff, building and equipment. Lately, there are more financial difficulties and it may not therefore be possible to allow free education in classes IX & X.

4. Under the fourth Plan it is contemplated to provide facilities for a larger number of students who are seeking admission in colleges.

5. At the school level, admission is being ensured to all. But difficulty is in sight to provide college facilities to all those who pass S. S.L.C. or Pre-degree Course. A number of students have already been refused admission in colleges during 1964-65.

6. It is correct that the recommendations of the Survey Commission on Education are not being followed for establishing new schools. Actually private societies are starting schools sometime at places where they are not really needed.

7. It was brought to the notice of the Commission that certain places in Kerala are well served by educational facilities while there are some areas in the Southern part of the Kerala where there are no schools at all.

8. In Kerala Private School Managers are running schools as an industry and this tendency has to be checked.

9. The Government is getting timely reports from the district heads regarding the facilities provided by the private managements. Timely action is taken where these facilities are not found satisfactory.

10. The rise in college going population is tremendous and there is room for setting up more universities in Kerala. It was stressed that post-graduate courses should be taught only in the University Departments.

11. Library Bill of Kerala is under way and it will be sent to the Commission before it is passed.

12. So far text book preparation is concerned the Government appoints a Committee of experts for preparing them. They are given certain guide lines. Manuscripts are written by experts on various subjects and when written, they are scrutinised by government and only the selected best are sent for publication. In regard to non-detailed textbooks written by qualified hands, the committee scrutinises them and selects the best. Those meeting the approval of the government are taken over and the authors are paid suitable remuneration. Most of the textbooks are in the regional languages. It was admitted that there is a dearth of talent in text books writing.

13. It was stressed that certain amount of mobility for a student from one State to another should be provided.

14. Boys holding Diploma in Engineering and I.I.T., students should be given facilities for obtaining degree in Engineering and A.M.I.E. respectively.

List of Memoranda received by the
Education Commission on its visit
to Kerala.

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ANNEXURE II

Summary of Memoranda received by the Education Commission on its visit to Kerala.

1. Shri T.C. Kuruvilla, Manager, Schools for Deaf Children, Tiruvalla.

Education of the Handicapped

It is imperative to obtain correct statistics regarding the number of deaf-mutes in the community in the different age-groups and then provision made for providing facilities. Proper training institutions for teachers of the deaf and dumb may be provided and schemes for the rehabilitation of boys and girls that pass out from schools are properly thought out and prepared.

2. Correspondent, R.C. Schools, Bishop's College, Vellayambalam, Trivandrum-3

The system of education should be creative rather than a mere memory work. More emphasis should be given to scientific aspect. Importance should be assigned to the different values such as fidelity, dutifulness, responsibility, national feeling etc.

The programme of part-time instruction for children of age-group 11-14 is not likely to produce the desired effect because of existing system of work.

Teacher trainees should be selected on the basis of aptitude and taste. Untrained teachers may not be allowed to teach in schools. Teachers' scales of pay should be improved and Selection Committees to appoint teachers need rationalisation. Selection and recruitment should be on the basis of efficiency, honesty and teaching experience.

Youth festivals and students' Exhibition should be encouraged during vacations. Parent-teachers association should also be encouraged.

Roman script should be adopted. Technical, professional and vocational education may be started from the very beginning of High School classes.

3. Shri G. Narayana Panicker, Headmaster, S.N.V. Basic Training School, Kakkazhom, Ambalapuzha.

The scale of salary of the Head of a Primary Training institution should be superior to those of the staff of the High/Higher Secondary Schools. There

should be interview and aptitude tests before selection and the following relative weightage may be given :

Examination Results	40%
Interview	30%
Tests	30%

The duration of the courses in Training Institutes may be lengthened by increasing the number of working days or working hours in a day. The trainees may also be apprenticed to a few capable and experienced teachers for guidance, help and timely supervision for a definite term. Practising schools should demonstrate and put into practice the principles and methods taught in Training Colleges.

4. Shri R.G. Dias, Hon. General Secretary,
the Union of Anglo-Indian Associations, Ernakulam.
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The educational concessions available to the Anglo Indian community in T.C. area may also be extended to their brethren in Fort Cochin and other parts of Malabar. The managements of Anglo-Indian Schools should be enjoined to draw Destitute grants and make them available to poorer of students of the community in these schools. The grant of monthly stipend to teacher trainees at St. Teresa's Training School which has been discontinued should be restored.

The Anglo Indian High School examination is 11 year course whereas elsewhere it is 10 year S.S.L.C. course. It is, therefore, necessary that students completing 11 year course are made eligible for admission in the second year degree course. The staff employed in the Anglo Indian Schools should be made eligible for pension and other service conditions applicable to the teachers in the State Schools. The income limits eligible for educational concessions should be revised.

A small quota of appointments in centrally administered services as well as the various industries may be reserved for the community.

5. General Manager & Inspector, N.S.S. Schools
Changanacherry
-

A Central Co-operative Credit Society for Educational Institutions with branches at District levels will help to meet immediate demands in the form of loans and will also form the nucleus for the creation of Endowments of the required amounts for the different types of institutions.

6. Principal, Government Training College,
Tellicherry

The minimum qualification for new entrants as Primary Teachers should be a pass S.S.C. but women with lower qualifications may be employed but during their probation, they must be asked to pass the qualifying examination for receiving the professional training. A similar exception may be made for teachers for tribals.

The average work load of a teacher should be 7½ hours on each of the week day or 37 hours 30 minutes per week. There salaries must be at least 25% above those of their counterparts in the High Schools. Once in every three years all teachers should attend compulsorily an in-service training course.

All primary schools must be brought ultimately under the academic control of one of the Primary Teacher Training Institutions. Similarly Secondary Training Colleges should be given complete academic control over secondary schools.

Helping teachers to improve their qualifications, both academic and professional, should be one of the functions of all training colleges. Training colleges should begin regular work on the 1st of June and continue till the end of April.

Examinations may be conducted in the second week of May. The external examination may be abolished or made use of only to assess the efficiency of the Institutions. The assessment of individual trainees may be left to the institution. Training Colleges should be properly staffed.

The wide gulf between theory and practice between the methods advocated in the Training Colleges and those followed in the schools should be bridged.

7. Kerala Librarian's Association

Adequate library facilities in schools enabling every student to taste the rich and exhilarating experience of learning through books, should be provided.

The present day tremendous expansion of knowledge in all areas as a result of increased research activity tends to place a heavy load on the curriculum for higher education and this calls for the provision of facilities for self-study by the students to a much greater extent than hitherto by the establishment of well equipped libraries and their closer integration with the teaching programme. Libraries should be put

under the charge of persons who have gone through the necessary discipline and have acquired the needed skills for their scientific management. Librarians should be accorded proper status and pay scale.

8. The Kerala Private College Managements' Association, St. Albert's College, Ernakulam

Equalisation of fees in Arts and Science and Training Colleges.

The difference between the tuition fees levied in the private and Government Colleges in Kerala is small and does not warrant any reduction in the former. However, the difference between the tuition fees levied in Kerala and in the neighbouring States of Madras, Mysore and Andhra Pradesh is great. Tuition fees in Kerala are comparatively low. The special fees levied in private colleges are also entirely spent for the purposes for which these are collected.

No help has been forthcoming either from the Government or U.G.C. to private college where the Pre-Degree Course has been introduced. In addition managements have to incur heavy expenditure in many cases several lakhs to meet the new requirements. The managements have also been hard hit not only in the matter of investments but also by the policy followed by the University and Government in respect of enhancements of scales of salaries and allowance of the teaching and the non-teaching staff of private colleges. Of late private managements find that they are exposed to the risk of being called upon to incur more and more liabilities because of the Government's tendency to change some of the vital provisions of the Grant-in-Aid Code. In addition, even the teaching grant that is given to Private Colleges falls in many cases far short of the amounts which are legitimately due to them on this score. In the circumstances it would be more just, proper and reasonable for the Government to raise the fees of the Colleges.

9. Shri K. Viswanathan, Mitraniketan

By his individual effort, the author has started a Primary School (Balabhavan) in 1961 by taking children from the Nursery. The Government recognition was obtained in 1963 and it now includes five standards with seventy children. A standard has been added each year and the pattern is likely to continue till the high school level. The ambitious objectives before the school are to promote the ceaseless quest for truth and to help men and women to lead full and harmonious lives.

The activities continue to developing educational programmes community development opportunities, research activities and related publications. Classes are often held under shades of trees and in open air class rooms that are scattered about the farm. The schools is now known as Mitrniketan School.

10. University of Kerala

Main points of recommendations :

1. There should be diversity of courses at University level and conventional educational programmes need remodelling to suit modern needs.
2. The educational pattern should be 8 years elementary and 2 years high + 2 years of higher secondary or pre-degree + 3 years first degree. Higher Secondary/Pre-degree may be under the control of State Education Board.
3. Greater co-ordination between authorities of the feeder schools and University is stressed.
4. There should be balanced development of humanities and sciences.
5. Higher Secondary/Pre-degree should be made terminal for job oriented courses.
6. The ideal university strength should be 30,000 or 40,000 and to relieve congestion University Centres may be started and such Centres may be delegated with powers of supervision and control over some of the units of the University.
7. U.G.C. or the Government should aid for improvement in staff position etc. private colleges in Kerala where 87% of the total student enrolment get education.
8. Teachers' status and quality work should be given suitable recognition.
9. At the post-graduate level the balance between teaching and research should be maintained.
10. Examination system should be revised and more emphasis laid on internal assessment.
11. U.G.C. should liberalise its system of disbursing grants.

12. Real autonomy to University should be ensured and longer term to Vice-Chancellors provided.
13. Higher Education may be made concurrent subject.
14. Periodic inspection of affiliated institutions should be ensured.
15. Scholarship Boards should be established and scholarship scheme expanded.
16. English should continue as the medium of instruction in higher education and in the meanwhile careful preparation may be made for a changeover to Malayalam.
17. Cheap textbooks to students; Health Centres in areas of Student Concentration; Student guidance and counselling work; expansion of Hostel facilities and Talent search among students, require immediate attention.

11. University of Kerala

Note on the Proposed Re-organisation
of the Three Year Degree Course

Consequent upon the introduction of the 2 year Pre-Degree Course, the new pattern of the courses and distribution of hours of the degree course has been accepted. It is :

<u>B.A. Degree Course</u>	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs	6 hrs	-
Part II - Language	5 "	4 "	-
Part III - Optionals	12 "	14 "	24 hrs.
	<u>25 "</u>	<u>24 "</u>	<u>24 "</u>

(One hour each per week in 2nd and 3rd year left for tutorial or other specified work to be decided by the Principal).

For B.A. Degree course under the Faculty of Arts, there may be one main subject with six papers and two subsidiary subjects with one paper each under Part III.

The Faculty of Arts will be considering the desirability of adopting the following two patterns

also for the B.A. degree course :-

- (1) B.A. Degree in Social Sciences, comprising four subjects with two papers in each.
- (2) B.A. Degree with two optional subjects of equal status with four papers in each (and no subsidiary).

Distribution of hours:

Six hours each for the 6 papers in the main subject, six hours for each subsidiary subject, two hours tutorial.

Distribution of hours for optional subjects under the other two patterns if accepted by the Faculty of Arts :

- (1) 12 hours for each of the four subjects, 2 hours tutorial.
- (2) 24 hours for each main subject, 2 hours tutorial.

For the B.A. Degree Course in the Faculty of Oriental Studies, there may be six papers of which five shall be in the main language and one in a subsidiary subject.

The examinations for Parts I and II of the B.A. Degree Course (both under the Faculty of Arts and Faculty of Oriental Studies) will be held at the end of the second year and for Part III at the end of the third year.

B.Sc. (General)

There shall be one main and two subsidiary subjects under Part III of the B.Sc. (General) Course.

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs.	6 hrs	--
Part II - Languages	5 "	4 "	--
Part III - Optional subjects			
(1) Main Subject . . .	4 "	4. "	24 hrs.
(2) Subsidiary subjects			
(a)	4 "	5 "	--
(b)	4 "	5 "	--
	<u>25 hrs</u>	<u>24 hrs</u>	<u>24 hrs.</u>

The examinations for Parts I and II and the subsidiary subjects under Part III may be held at the end of the second year and the examination for the main subject will be held at the end of the third year.

Part II - Languages - of the B.A. Degree Course under the Faculties of Arts and Oriental Studies and the B.Sc. (General) Course may consist of three papers for the examination of three hours' duration and 100 marks each.

B.Sc. (Special)

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I	- English	8 hrs	--
Part II	- Oriental subjects		--
(1) Main subject	6 hrs	12 hrs	24 hrs.
(2) Ancillary subjects			
(a)	4 hrs	5 hrs	--
(b)	4 hrs	5 hrs	--
(c) History of Science and Scientific Method	2 hrs	2 hrs	--
	24 hrs	24 hrs	24 hrs.

This may be a very special course meant for selected students and to be sanctioned only in colleges where there are fully developed post-graduate departments in the subjects concerned. For admission to the B.Sc. (Special) Degree Course a minimum of 50 per cent marks for the Pre-degree Examination in the concerned subjects may be prescribed. Admission to M.Sc. degree courses may be restricted to B.Sc. (Special) graduates and B.Sc. (General) candidates securing First Class in the Optional subjects.

B.Com. Degree Course

Part I - English (3 papers)
Part II - Modern Language (2 papers)
(there will be freedom to choose the language)

Part III- Two optionals & 3 compulsory subjects.

The examinations in Parts I & II and the three compulsory subjects under Part III will be held at the end of the second year.

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I	- English	8 hrs	6 hrs
Part II	- Language	3 hrs.	3 hrs.
Part III	- Optionals	13 "	15 " 24 hrs
	24 hrs	24 hrs	24 hrs

Admission to the B.Com. Degree Course shall be open to all those who pass the Pre-degree Examination irrespective of the optional subjects taken.

12. University of Kerala

Admission to Postgraduate Courses in Affiliated Colleges

The question of introducing central selection for admission of students to the various postgraduate courses in private affiliated Arts/Science Colleges, has been engaging the attention of the University for some time. It is felt that admission to post-graduate courses in private affiliated colleges may be centralised and made by means of a Central Committee in which representatives of the University as well as of the colleges concerned may be included. The intention of the University was to introduce such a selection from the academic year 1965-66 onwards, but for various reasons it could not be introduced and therefore, it was suggested early this year that the selection for 1965-66 may be made by the respective colleges, but steps should be taken during the course of the year for constituting a common election Board.

The procedure adopted for the selection of candidates for admission to the postgraduate courses in the University Departments and Affiliated Colleges in the Madras University, is as follows : -

- (1) Admissions to postgraduate course in Arts, Science and Commerce are made on the basis of a common selection for all colleges in the subjects concerned.
- (2) All the candidates who seek admission in postgraduate course in Arts, Science and Commerce should apply in the common form to the Registrar, University of Madras.
- (3) The form is supplied on receipt of requisition from candidates with prescribed registration fee of Rs.5/- and sent by registered post.
- (4) The application form is printed in quadruplicate. Of the four forms issued to the candidate, one copy of the application duly filled in should be sent by the candidate to the Principal of the college indicated in the application as his first preference. Another copy may be sent by the candidate direct to the principal of the college indicated in the application as the second preference. The remaining two copies of the application should be sent duly filled in to the Registrar, University of Madras.

- (5) After the receipt of applications duly filled in by candidates, a complete list of candidates who have applied for each subject is prepared and a copy of the list is sent to each of the colleges affiliated in various subjects. This list is prepared taking into account the first preference of the college mentioned in the application by candidates.
- (6) A selection for each subject is finally made at a meeting convened by the Vice-Chancellor consisting of the principals of colleges affiliated in the subject concerned, while each principal may bring with him a provisional list of candidates suggested by the College and the list is scrutinised and the final selections are made and the result of the selection is notified on the notice board. Each college will send admission cards to the candidates selected for that College.
- (7) In the case of postgraduate courses in Arts and Science such as Biochemistry, Analytical and Inorganic Chemistry and Ancient History and Archaeology, which are wholly conducted in University Departments, the lists of candidates are referred to the professor concerned and the Vice-Chancellor in consultation with the professors will finalise the selection to the above mentioned courses.
- (8) As regards standard prescribed, no rule has been laid down by the University but invariably candidates are selected on merit basis, such as for example, in Mathematics, Physics and Chemistry where first class graduates are large in number, the admission to these courses are generally restricted to only first class graduates. While in natural science such as Botany, Zoology and Geology where first class graduates are not so large, candidates who have taken second class are also considered for admission after exhausting all the first class graduates applied.
- (9) In the case of Humanities the position is slightly different. The candidates are admitted on the basis of the grade obtained in Part III.

13. Shri K.P. Kesava Menon, Chief Editor,
The Mathrubhumi, Calicut-1

The status and emoluments of teachers should be improved. The salary of a teacher at a particular level should not be less than the salary of civil

servants of comparable level. Teachers quarters near the school, medical aid, free education to their children should be provided. Triple benefit scheme of pension-cum-provident fund-cum-insurance should be introduced.

Regarding medium of instruction, it should be English for the present. The change to Hindi can be thought of only when Hindi becomes ready to bear that burden. Teaching of Hindi should commence at V standard while study of English may commence at 3rd standard.

Students should be diverted at all stages to vocational and professional training. At the High School stage there should be diversification of courses. But provision for the various courses may be made on the basis of the approximate estimates of man-power requirements in the country. Selection of students should be on the basis of their aptitude and ability. Only a proper proportion of the Secondary School leavers should be admitted to college. Admission should be based on merit both for professional and Arts Colleges. There should be quality education at the University stage.

The whole education should be a matter of equal concern both for the State and the Centre and as such it should be in the concurrent list. Experience has shown that entrusting of education to Panchayats and Municipalities is always suicidal.

There should be a universally accepted Code of Conduct for all political parties not to make use of students for any of their political purposes or for conducting agitations.

14. The Secretary, Association of Kerala Government College Teachers, Trivandrum

Two more Universities should be started to cope with phenomenal expansion of University education. The affiliation of junior colleges in the private sector has contributed to overall deterioration in academic standards. The State Government should start institutions of their own. The disparity existing in the emoluments of University teachers, Government College Teachers and Private College teachers should be removed as they all are doing more or less the same type of work. Minimum qualifications for College teachers should be prescribed. Teachers should be given research facilities. Frequent transfers should be avoided. Refresher courses for teachers may be provided. Principal of Colleges may be empowered to purchase scientific materials and

other item required for the colleges. Teachers may also be provided facilities for residential accommodation. Good scales of pay and better conditions of service may be ensured.

The transition of the medium of instruction in Universities to regional languages should be slow.

15. All Kerala Private College Teachers' Association - Chakkalayil, College Road, Kottayam - 1

Education may be brought in the Union or concurrent list so that proper coordination between planning and its execution is ensured.

The objective for future planning should be the improvement in quality without in any way allowing quantity to suffer. Sub-standard educational institutions and conversion of education into a profiteering industry by certain anti-social element should be stopped.

Inclusion of lessons on democracy and socialism in our Curricula, giving the students increased opportunities to participate in students organisations and debating societies with a democratic set up, teaching the fundamental principles of morality and tolerance without reference to any religion, educating the students to make them conscious of the values of life and national interest, encouraging the study of a State's language and culture in the neighbouring States, promoting inter-state movements of teachers and students, establishing national institutions in all States, opening more and more institutions for the teaching of modern science and technology, avoiding reference to caste and religion in all official records and documents discouraging denominational institutions etc. are a few of the many methods open to us to achieve the national goals.

The pattern of education should be 7 years elementary + 3 years secondary + 5 years Pre-degree and undergraduate stage. At the primary stage the objective should be literary; at the secondary stage aim should be to give a vocational bias, at the pre-degree stage an intensive teaching of English and advanced lessons on a selected group of subjects and branching off into different professional technical and vocational courses may be made after this stage. Specialisation in the chosen subjects with the main objective of bringing out talent and leadership should be the goal

at the graduate stage. Admission to the University stage should be selective. University Correspondence courses should be opened to aspirants at all levels.

The standard of attainment at the degree level may be improved by modernisation of syllabi, provision for independent study through library facilities improving the teacher pupil ratio, strengthening tutorial system and increasing residential institutions. Providing text-books of high standard at low prices is also a must.

Universities should be administered by academic men with no denominational or sectarian interests.

Frustration due to lack of purpose, the absence of a sense of fulfilment, failure to provide attractive diversions and better ways of utilisation of leisure, lack of individual care are a few of the main causes of student indiscipline and ways may be found to remove these defects.

Teachers should be provided research facilities. The recruitment of teachers in Universities may be effected from a National Pool. The continued improvement of teachers can be ensured through professional organisations like the ' National Association of Teachers serving as a watch dog.

The status of U.G.C. should be elevated to that of an authority with wide powers to determine and implement policies and programmes in Higher Education throughout the country.

The administrative set up in a University can be along the lines recommended by the committee on 'Model Act for Universities'.

The proposal to organise an Indian Education Service is commendable.

16. President, All Kerala Private College Teachers' Association, Chakkalayi, College Road, Kottayam -

Salary Scales of Teachers

There should be parity in emoluments and conditions of service of teachers employed in Private Colleges with their counter-parts in Government

service. In 1964 the Senate of the University of Kerala recommended to the Syndicate and the State Government that parity be introduced between Government and Private College teachers in the matter of emoluments. The Syndicate decided to concede to this demand. The State Government also expressed their willingness to concede to this demand. Now the position is that the Syndicate in consultation with the U.G.C. have decided to fix the scales of pay of the Private College teachers w.e.f. 1st October 1964 but the State Government is not taking any further action. The Association requests for early implementation of the decision.

17. Shri P.S. Velayudhan, Principal,
Maharaja's College, Ernakulam.

Student Indiscipline

To remove student indiscipline especially at the higher education stage, Students Welfare Committees may be framed on local and district levels consisting of Principals/Headmasters, Representatives of student organisations, Students' guardians, local bodies, Press and Police Department. Students' Unions should be banned. Only academic and cultural organisations should be allowed. Statutory provisions/gentlemen's agreement/Code of Conduct to debar political leaders and parties to interfere with the affairs of students be made. Close contact between Guardians and educational authorities should be developed. The contact between the teacher and taught should be improved. Effective tutorial system in all colleges should be introduced. Principles should be vested with absolute powers to take disciplinary action against any student for proved misconduct. Police authorities should not be allowed to interfere with the student agitations inside educational institutions. A real sense of discipline should be inculcated among students by providing necessary climate for the same.

18. Kerala Government Primary Teachers
Association, Trivandrum

General Suggestions

The chief defect of the present education system in India is its ability to cater to the needs of the society. It has not been made clear as to what is the aim of the different stages of education. There is no definite policy in regard to the education scheme of the Centre and the State. The present Commission have a comprehensive view of the

whole education and it is anticipated that it will meet the challenge of the time.

Fundamental question for consideration is whether education is to retain the present character of the society or it is to effect a change in society. Another problem to be taken into consideration is the nationalisation of education. It is essential that education should effect a change in society and there is need for national educational policy in fundamental features of which should be :

- (i) It should be for a living.
- (ii) It should be imparted through the daily life of the student.
- (iii) It should aim at a contented society.
- (iv) It should be labour-cum-economy centred.
- (v) It should be able to develop the full physical, mental and spiritual faculties of the students.

A scheme of education in which stress is given to science and humanities and the student is enabled to contribute to the economic life of the society with his labour. The tenure of education should be 15 years Primary 6; Upper Primary 3; Secondary 4 and Undergraduation 3 years. The primary education should enable a person to take up jobs with their literary; the higher secondary should enable a person to take up apprentice courses for industries, agriculture and public services and the collegiate education could necessarily be to produce persons who could take up leadership in all spheres of activities in India. Pre-primary education is necessary and could be entrusted to municipalities, Panchayats and social workers and the State should only provide training to teachers for this. Constitution enjoins providing of free education to children upto age of 14 and as such compulsory free primary education has to be provided by the State. The standard at this stage can be raised by improving the efficiency of teachers which call for decent salary, good teacher-pupil ratio, revising syllabi and energising supervision and inspection procedure. Secondary education should have an aim in itself. There should be multi-purpose schools to equip them for different jobs. At the collegiate level minimum marks should be fixed for college admission and college teachers should be selected from All India Pool.

The lot of the teachers especially those of the primary and secondary stages should be improved. A National Pay Scale is a desideratum.

Education should be a concurrent subject and Education Boards with wider powers both at the State level and in the Centre for formulating common policies in education, should be set up.

19. The Kerala Private College Managements' Association, Ernakulam 9.

Role of Private College Managements and General Suggestions.

The non-professional colleges including teachers' colleges affiliated to the Kerala University fall under two categories: (i) Government Colleges and (ii) Private Colleges established and maintained by private voluntary agencies having corporate character. In Kerala there are about 85 private colleges with 62,072 enrolment and 15 Government Colleges with 12102 enrolment. But managements of the Private Colleges are not given due recognition. It has no representation on Senate or Syndicate of the University. In financial matters, the Government of Kerala has promulgated the Grant-in-Aid Code for Private Arts and Science and Teachers Training Colleges with effect from April 1962. Many difficulties have arisen in the implementation of this Code viz., autocratic powers have been vested with the Collegiate Director of Education; teaching grants are calculated in a secret manner; inordinate delay in the disbursement of grants etc. It has been suggested that better arrangements should be made for the determination and disbursement of grants. A State Board on the pattern of University Grants Commission is also suggested. Legitimate freedom in matters that are of lawful concern to the Managements should on no account be curtailed on the ground of government giving grants. The Managements should also be consulted before hand where they are called upon to share expenditure on improvement of teaching staff.

To counteract the evils arising from the magnitude of student population at the University level, more and more technological and other institutions for vocational and professional training should be started. The need for the establishment of more Universities should also be explored. It has been recommended that at least two more Universities be set up in Kerala in the very near future preferably with industrial and agricultural bias. It will be a wise policy to encourage private agencies to come forward to establish new universities for which Art. 30 of the Constitution gives them the opportunity. The rule of U.G.C. that at least 500 acres of land must be made available for setting up a new University has to be considerably relaxed in Kerala because of the density of population. This relaxation should also apply in setting up a new College. The Kerala University Act also need revision, particularly its clauses relating to the Composition of the Senate. Academic Council may be instituted. Dignified methods be provided for the

appointment of the Vice-Chancellor. Representation to Private Managements be given on Senat and Syndicate and that University be made entirely autonomous,

English should continue as the medium of instruction at the University level. Students indiscipline can be removed by providing a proper load of work of high standard for the execution of which incessant work and mental application will be necessary. Moral and religious instructions should also be strengthened.

In the field of women education, the number of colleges exclusively for women should be considerably increased.

There should be stability in the contents and organisation of the education system in India,

20. Shri N.K. Poduval, President, Uthare Kerala Craft Teachers' Union,
Camp. Near Kadalayei Temple, P.O. Chirakkal,
Cannanore Distt., (Kerala)

Craft Centred Education

The present system of introducing craft instruction leaves much to be desired. Real education should give the students work experience; But the present system is merely book-centred and examination oriented. This must be changed.

Unless suitable crafts are introduced as subjects taking into account the local needs, people will not have faith in the education and that is important. It is necessary to make adequate facilities for imparting craft-training in an effective way.

An expert body should examine to what extent and in what manner craft-centred education can be made effective and purposeful to be introduced in all schools. It will also be necessary to introduce some refresher courses for craft teachers.

The salary scales of craft teachers should be made at par with other subject teachers.

Since crafts have been introduced in a half-hearted way, there has not been the expected impact of the advantages of making education craft-centred as envisaged by visionaries like Mahatma Gandhi.

21. The Secretary, Tailoring A.D. & E.
Association, Kerala, H.O. Attingal

Vocational Education.

In a highly educated State like Kerala the educated people do not believe in the dignity of labour; they do not get employment according to their qualifications and there are also many of them who are unemployed. This is a situation with alarming potentialities. Unless education is related to productivity, the present educational system cannot be considered to serve any purpose.

Vocationalisation of education should receive high priority.

22. Shri V. Madhawan Nair, Retired Headmaster,
Perunna P.O., (Kerala)

General Suggestions.

I. After a general integrated course of 7 or 8 years, a child that enters the secondary stage must have facilities to acquire certain skills which will stand him in good stead in life. A child that completes the secondary stage must not be a drag and a liability in society. He must be able to live an independent life without going for higher education.

Hence the secondary level has to be a preparation for life as well as a preparation for University. The Education Minister has rightly pointed out "It is not the intention of Government to provide facilities to all types of children for higher education". To give a uniform type of education to all children without due regard for their aptitude, capacity and interest will be a huge waste.

The objection seems to be that it will not be possible to assess a child's aptitude at the age of 12+ or 13+. Let it be some time later - say at 14+. After that period, he must have two years to get intensive training in the skill in which he is most interested. He must be allowed to leave the secondary course of 11 years duration equipped with sufficient skill to enter life and live it as a healthy useful citizen. Only children with the necessary talent must be allowed to go for higher studies.

Here a problem poses itself. The medium of instruction in colleges will have to be English for some time more to come. Regional language at the same time has come to stay as the medium of instruction at the school level. This attempt to switch over to English at the University level accounts, to a large extent, for the dilution of standard at that level. The only solution for this difficulty seems to be to open English medium classes at the school level for those who chose to go for higher studies. If that is done, one year P.U.C. and 3 years Degree course study will be enough at that level.

II. Physical Training :

Physical training as planned and executed at present has to be replanned. We are having drill period at odd hours - some time at 11 A.M., 12 Noon and 2.40 P.M. This is extremely unsound and defeats the very purpose for which it is intended. Physical training must consist of oral lessons, physical exercise and games. Drill and games have to be planned for groups of children outside regular class hours in such a way that all children get the necessary facilities to participate in groups on specific days. While one set is engaged in games the other can be kept engaged in Drill. Native games and simple types of Asans and breathing exercises can be attempted.

III. Professional competence:

The professional competence of teachers has to be improved to tone up the quality of teaching and thus to improve the standard. This is possible at the school level and at the training institution level. At the school level, it must be possible for the teachers to secure expert guidance from Head Masters and Inspectors. Hence these two categories of posts have to be selective - purely on merit. After selection special training has to be given to those who are selected.

The other source to give proper training is the training institution. Training institutions in Kerala are miserably ill-staffed and ill-managed - more so at the college level. People of outstanding talents alone are to be employed as teachers in training institutions and the course has to be of a two years duration and differently re-planned.

IV. Interference of politicians

The greatest evil at present is the interference of politicians in educational matters. They can be kept out of field if and only if education becomes a concurrent subject controlled by a statutory body of education experts. There are several other fields

in which politicians are free to dabble-- never this sacred field of education.

23. Mr s. Leela Damodara Menon,
Member, State Council for Womens'
Education.

In Kerala girls' education is fairly well advanced when compared to other States. This progress has been mostly due to the peculiar social conditions in Kerala as also the progress in measures taken by the Travancore and Cochin States. But there is great deal of disparity within the State itself. There are

1) Regional disparities

In certain areas in Malabar the number of girls going to schools especially with regard to secondary and higher education is comparatively low.

2) There is also disparity in location of schools above elementary school level. In certain areas, there are fewer schools than in others irrespective of population.

3) Communal disparity among certain groups of people. The idea of girls' education is even now not welcomed.

Also a large number of girls drop off schools after elementary education and go back to illiteracy since they don't have any further opportunity to use their knowledge of reading and writing.

In areas where there is good progress and large number of girls go to schools and colleges there is a sense of frustration in those who complete their courses.

- 1) Majority of them want jobs and cannot get them after their course is completed.
- 2) Most of them study as far as the free educational stage is completed. After that, there is a sense of imbalance because they are not in a position to meet the extra financial requirements.

3) The standard of education is poor. Though they scrape through examinations the quantum of knowledge acquired is poor and their self confidence is negligible in most cases barring the students coming out of a few good schools.

4) Vocational training is not adequate.

I feel that girls' education should include from very early stages, items of home-science and nutrition which will enable every student who goes to school to become a better mother and house keeper, if not anything else.

Though there is not discrimination allowed between man & woman. Woman is always the loses when question of employment comes up. But there are certain types of vocations for which women have a special aptitude. A survey of such employment potential may be made so that training programmes could be undertaken to meet the requirement fully.

A survey of types of jobs available has to be made since there is a regional bias for employment and training programmes should be such as would be adequate but not superfluous.

A woman's employment bureau may be started in every State that will be able to supply the necessary guidance and data to applicants.

Many educated women can take up part-time employment. Such employment opportunities must be explored --- required training must be imparted.

One of the extensive fields of training especially in Kerala which will be useful to the nation and will open up new vistas of employment for women, who letime and partime is in Handicrafts,

Institutions to impart specialised study in fine arts and cookery must be set up for women.

Most women in villages are employed in agriculture. As a fact in Kerala, majority of agricultural labour consists of women and they are mostly illiterate. Special part-time classes to remove illiteracy (Social Education), to give training in improved methods of agriculture poultry, bee keeping, processing and preservation of food, kitcher gardening, simple preparations which will

help new diet habits are all helpful to make these women play their proper role in the economic development of the country. It will also help them to improve their financial status.

Short courses on home economy book keeping and business management to executives of welfare organisations will improve quality of their work.

In short a lot more has to be done to improve the standards of girls' education so that it may benefit the girls and the nation. Special care and incentive should be given to backward sections of people who have not taken to women's education seriously. Separate schools for girls may have to be provided in such areas.

Physical fitness is almost neglected as a general programme. Every school must have physical exercise programme and health investigation centre which will include each and every child.

These are some of the thoughts I place before the Commission.



24. Shri O. A. Mathew, Headmaster, Government High School, Kalavoor, Alleppey District

Pre-Primary Education

The deterioration of Standards in Secondary Schools starts from the primary classes which are usually over-crowded. The children can be effectively taught the first lessons in language and Arithmetic only by paying individual attention and this is possible only in small classes of 20 to 25 pupils. But the country cannot at present afford to incur the huge expenditure involved. So, a better way would be to make pre-primary education universal. This can be imparted either at home or at small nursery schools started on private initiative. A simple, compulsory test may, in due course, be prescribed in the case of every child, seeking admission to a regular primary school.

Free training, for about six months may be given to girls, above eighteen years of age, and educated upto the final year of the Secondary stage. This training should enable girls to become teachers of nursery schools, if they so desire. The curriculum for the training course may consist of Child Psychology, play way in child education, first aid, elements of nursing, nutrition, family planning, etc. which would fit a girl to proper mother-hood.

This sort of training will never be a waste to the nation even if none takes up teaching little children, as a generation of good mothers will surely be an asset to the nation in many respects. Moreover, in times of emergency, their knowledge of first aid will be quite useful. Some of the trained girls may be encouraged to take up work in nursery schools at least for a few years. Even if one does not do so, she can teach her own children upto the requisite standard for passing the entrance test at the primary stage.

The minimum requirements for a nursery school may be prescribed by government and the sponsors may be helped by a small grant. No insistence need be made regarding the ownership of site, building etc.

If this scheme is introduced, it can be expected that in the foreseeable future, all children will receive pre-primary education from competent hands. The standard will progressively rise in primary and secondary schools as a result.

2. Free Education - Upto a particular class, or for a specified number of years, or upto a particular age - .

Free education is envisaged in the Constitution only upto the age of 14. But in Kerala, free education is imparted in standards I to VIII. For various reasons, children, in general, fail in these standards a number of times and the average age of an VIII Standard pupil may be 16 or 17 especially in rural areas where schooling starts generally late. There may be pupils of 20 years or more in the VIII standard. Some of them might have spent 12 to 16 years in the eight classes taken together. Apart from the fact that this is a national waste, the following facts may also be considered:-

1. Pupils who have no natural taste in general education are kept in schools for an unduly large number of years, when they can be diverted more profitably to other fields of activity or trade schools which will cater to their tastes.

2. Ordinarily, pupils are prone to become lazy and inattentive to their studies when they are sure of free education for any number of years,

3. Some guardians may also become disinterested in the studies of their wards if they are sure to get the benefits of free education for an indefinite number of years. On the other hand, if free education is restricted to a specified number of years or till the children reach a particular age, the guardians will surely try their best to get the benefits of free education upto the highest class possible. They will render all possible opportunities for their children to engage themselves in their studies at home,

4. Restriction of free education upto a particular age is surely an incentive for rural population to send their children to the schools at the correct age; for if a child joins school at an advanced age, the number of years it can get the benefits of free education will correspondingly be less.

5. Instead of awarding different types of free concessions, the upper age limit for free education can be relaxed progressively in the case of people of low income group, backward classes, scheduled castes and scheduled tribes.

6. A considerable percentage of the pupils who fail in the various classes year after year are wards of those who can afford to pay. So, if fee is levied to pupils, attending schools after a particular age or after enjoying a specified number of years of free education, the free income can be enhanced and the enormous expenditure on education, reduced.

7. More money is spent by government on pupils who are comparatively less diligent than on those

who are industrious and intelligent. This seems to be an anomaly.

8. The question of indiscipline in secondary schools can be solved to a considerable extent if the over-aged pupils are forced to pay fees.

3. The Higher Secondary Stage:- Whether this stage is attached to the school or college, it is essentially school education as the students, mostly are of the school going age. So, as regards methods of teaching, there should not be much deviation, from the secondary stage. But, in the junior colleges in Kerala (pre-degree) each class is split into batches of 80 to 100 and the coaching is done as in the other university classes, i.e. in the lecture method. The staff have got no training and most of them are post-graduate degree holders fresh from the college. As a result, the pupils are put to serious difficulties. Generally, they do not understand anything during the first three or four months, and indiscipline is the natural consequence. So, some sort of training may be prescribed for the staff in junior colleges. The maximum in each batch may be fixed at 50 or at the most 60.

4. Improvement of the Teaching Personnel:- The success of any method of improving the educational standards and attainments of a country chiefly depends on the quality of the teachers. It is an accepted fact that in general, only men and women of mediocre ability are attracted to the teaching profession. Candidates who obtain a bare minimum for a pass are admitted to the Training Institutions and then to the teaching profession, especially as a consequence of communal representation. They generally prove to be misfits to the profession. So, it is necessary that the minimum marks for admission to a Training Institution should be fixed at a reasonably high level. Candidates who do not attain this level at the first attempt may be allowed to appear again for the qualifying examination and get sufficiently high marks. For candidates of the unrepresented communities, the subsequent appearances may also be free. In this connection, the following points may also be considered:

i) The suggestion that the system of declaring eligibility for university studies or for public service may be stopped, deserved consideration. The marks obtained in each subject may be recorded along with other details and the certificate issued. The minimum for admission to higher studies or to the public service or to technical courses may be decided by the concerned authorities. This deviation will enable candidates to appear again and again for the qualifying examination to achieve the profession which they like.

(ii) Even if the present system of declaring eligibility or pass is allowed to continue, candidates can be allowed to appear more than once to attain higher percentage of marks. For college education, the number of chances may also be taken into consideration along with the marks obtained.

(iii) Diligence, more than intelligence, makes a good teacher. So, one who secures I or II class, in the 2nd or 3rd chance will be as good as one who secures the same class in the first chance as far as the teaching profession is concerned.

5. Systematic programme of Inservice Training: -

Inducements to secure the willing participation of teachers in the programme for the improvement of their professional efficiency & suggestions regarding -

(i) Systematic inservice training may be arranged for every teacher, at least at the rate of two in every five years.

(ii) The venue may be conveniently located at the District Headquarters or attached to a training college.

(iii) Let there be permanent buildings set apart for the purpose as the training may have to be conducted during vacations as well as at other times.

(iv) Experts may be selected on a semi-permanent basis for each subject and for each centre.

(v) Visits of inservice personnel may be arranged to schools from where teachers are assigned to the Centre so that a sort of follow-up programme may be conducted.

(vi) The appointment of such personnel may be so schemed as to enable them to visit schools in the capacity of subject inspectors.

(vii) Let there be frequent conferences of District Educational Officers and the Inservice Training Personnel when the names of schools of comparatively low standard can be given to the concerned officer for frequent inspection and taking up coercive measures against delinquent staff, if needed.

(viii) Professional associations of Teachers and Headmasters may be consulted in the matter of appointment of inservice personnel and in the chalking out of annual programme.

(ix) Let there be frequent departmental tests, mainly basing on the new methods etc. discussed in the course of inservice training and on topics of general interest, especially education. General Knowledge as can be gathered from newspapers and educational magazines may also be tested. Reference books and educational magazines may be made available to the trainees in plenty at the Inservice Training Centres.

(x) Teachers in general are not in touch with modern developments in the field of education and elsewhere, especially in the world of Science. The maxim that a teacher must always be a student has been overlooked by many. In order to make the teachers learn even after their positions are made secure in the department, let there be certain obstacles in their time scale in the form of efficiency bar which can be crossed only after passing the tests referred to above.

Let promotions to the headmaster's grade be from among those who have passed the final test which may touch the administration side also.

(xi) At present, many teachers are reluctant to attend in-service training courses especially if the D.A. offered is not sufficiently high. But, if the above suggestion is accepted, soon, there may come a time when priority lots of willing teachers have to be prepared in every school. If those who are willing to undergo the course without D.A. are given preference over others, many will be coming forward to enjoy such priority.

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(xii) The various tests may be differentiated by assigning suitable names. Details of test qualifications may be entered in the service books and seniority lists of teachers.

(xiii) The responsibility of conducting the tests may be entrusted to an impartial commission and the question paper setters and examiners may be selected from among the inservice personnel, mainly.

(xiv) The inservice personnel may be sufficiently well remunerated for their intensive and strenuous efforts. Their status also may be made equal to or slightly superior to that of heads of High Schools.

6. Curriculum in Teacher Training Institutions should be in agreement with the requirements in schools:

(i) In Kerala, graduate teachers' posts are fixed in each school at the rate of one for every class/ division. Generally, all graduate teachers are given English work, so that the correction work may be evenly

distributed. It is impracticable to appoint teachers to handle English alone as in the case of other languages, because efficient teaching of English entails a heavy load of correction work. So, graduate teachers who are not trained in the teaching of English are assigned English work in High school classes. This affects the standard of English teaching considerably. So, in training colleges, all graduate teachers should be compulsorily trained in the teaching of English.

(ii) The change in the school syllabi should precede a corresponding change in the syllabi in training colleges. This is not the practice now. In schools, Social Studies is taught instead of History, Geography, Civics etc. But in Training Colleges, training is imparted separately for the teaching of History and Geography. Similarly, instead of General Science, Natural Science and Physical Science are taken up separately in training colleges. The structural approach in the teaching of English is emphasized in schools. But, teachers are not trained in this line in training colleges.



ANNEXURE III

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UNIVERSITY OF KERALA

NOTE ON THE PROPOSED RE-ORGANISATION OF
THE THREE-YEAR DEGREE COURSES

The Syndicate at its meeting held on 24th February 1965 considered the question of re-organisation of the three-year degree courses, consequent on the introduction of the 2-year Pre-degree course and decided that a Special Committee with the Vice-Chancellor as the Chairman might go into the question and prepare a general scheme and pattern for detailed consideration by the Faculties concerned.

The Special Committee which was appointed for this purpose, formulated a broad pattern which is to be the basis for the re-organisation of the degree courses. The recommendations of the Special Committee were considered separately by the Chairmen of the Boards of Studies under the Faculties of Arts, Science, Oriental Studies and Commerce.

The recommendations of the Special Committee and the views thereon of the Chairmen of the Boards of Studies under the four Faculties were considered at a meeting of the Deans of the Faculties of Arts, Science, Oriental Studies and Commerce.

The pattern of the courses and distribution of hours that have received general acceptance are given below:-

B.A. Degree Course:

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs.	6 hrs.	--
Part II - Language	5 "	4 "	--
Part III - Optionals	12 "	14 "	24 hrs.
		25 hrs.	24 hrs.
			24 hrs.

(One hour each per week in the 2nd and 3rd year left for tutorial or other specified work to be decided by the Principal.)

For B.A. Degree course under the Faculty of Arts, there may be one main subject with six papers and two subsidiary subjects with one paper each under Part III.

The Faculty of Arts will be considering the desirability of adopting the following two patterns also for the B.A. degree course:-

- (1) B.A. Degree in Special Sciences, comprising four subjects with two papers in each.
- (2) B.A. Degree with two optional subjects of equal status with four papers in each (and no subsidiary).

Distribution of hours:

Six hours each for the 6 papers in the main subject, six hours for each subsidiary subject, two hours tutorial.

Distribution of hours for optional subjects under the other two patterns if accepted by the Faculty of Arts:-

- (1) 12 hours for each of the four subjects, 2 hours tutorial.
- (2) 24 hours for each main subject, 2 hours tutorial.

For the B.A. Degree Course in the Faculty of Oriental Studies, there may be six papers of which five shall be in the main language and one in a subsidiary subject.

The examinations for Parts I and II of the B.A. Degree Course (both under the Faculty of Arts and Faculty of Oriental Studies) will be held at the end of the second year and for Part III at the end of the third year.

B.Sc. (General)

There shall be one main and two subsidiary subjects under Part III of the B.Sc. (General) Course.

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs.	6 hrs.	--
Part II - Languages	5 "	4 "	--
Part III - Optional subjects			
(1) Main subject	4 "	4 "	24 hrs.
(2) Subsidiary subjects	.	.	.
(a)	4 "	5 "	--
(b)	4 "	5 "	--
	<u>25 hrs.</u>	<u>24 hrs.</u>	<u>24 hrs.</u>

The examinations for Parts I and II and the subsidiary subjects under Part III may be held at the end of the second year and the examination for the main subject will be held at the end of the third year.

Part II - Languages - of the B.A. Degree Course under the Faculties of Arts and Oriental Studies and the B.Sc. (General) Course may consist of three papers for the examination of three hours' duration and 100 marks each.

B.Sc. (Special)

	<u>Ist year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs.	--	--
Part II - Optional subjects			
(1) Main subject	6 hrs.	12 hrs.	24 hrs.
(2) Ancillary subjects			
(a)	4 hrs.	5 hrs.	---
(b)	4 hrs.	5 hrs.	---
(c) History of Science and Scientific Method	2 hrs.	2 hrs.	---
	24 hrs.	24 hrs.	24 hrs.

This may be a very special course meant for selected students and to be sanctioned only in colleges where there are fully developed post-graduate departments in the subjects concerned. For admission to the B.Sc. (Special) Degree Course a minimum of 50 per cent marks for the Pre-degree Examination in the concerned subjects may be prescribed. Admission to M.Sc. degree courses may be restricted to B.Sc. (Special) graduates and B.Sc. (General) candidates securing First Class in the Optional subjects.

B.Com. Degree Course

Part I - English (3 papers)

Part II - Modern Language (2 papers)

(there will be freedom to choose the language)

Part III - Two optionals & 3 compulsory subjects.

The examinations in Parts I & II and the three compulsory subjects under Part III will be held at the end of the second year.

	<u>Ist year</u>	<u>2nd year</u>	<u>3rd year</u>
Part I - English	8 hrs.	6 hrs.	--
Part II - Language	3 hrs.	3 hrs.	--
Part III- Optionals	13 hrs.	15 hrs.	24 hrs.
	<hr/> 24 hrs.	<hr/> 24 hrs.	<hr/> 24 hrs.

Admission to the B.Com. Degree course shall be open to all those who pass the Pre-degree Examination irrespective of the optional subjects taken.

The above scheme and pattern are being placed before the Faculties concerned for their detailed consideration.



ADMISSION TO POSTGRADUATE COURSES IN AFFILIATED COLLEGES

The question of introducing central selection for admission of students to the various postgraduate courses in private affiliated Arts/Science Colleges, has been engaging the attention of the University for some time. It is felt that admission to postgraduate courses in private affiliated colleges may be centralised and made by means of a Central Committee in which representatives of the University as well as of the colleges concerned may be included. The intention of the University was to introduce such a selection from the academic year 1965-66 onwards, but for various reasons it could not be introduced and therefore, it was suggested early this year that the selection for 1965-66 may be made by the respective colleges, but steps should be taken during the course of the year for constituting a common Selection Board.

The procedure adopted for the selection of candidates for admission to the postgraduate courses in the University Departments and affiliated Colleges in the Madras University, is as follows:-

- (1) Admissions to postgraduate course in Arts, Science and Commerce are made on the basis of a common selection for all colleges affiliated in the subjects concerned.
- (2) All the candidates who seek admission in postgraduate course in Arts, Science and Commerce should apply in the common form to the Registrar, University of Madras.
- (3) The form is supplied on receipt of requisition from candidates with prescribed registration fee of Rs 5/- and sent by registered post.
- (4) The application form is printed in quadruplicate. Of the four forms issued to the candidate, one copy of the application duly filled in should be sent by the candidate to the Principal of the College indicated in the application as his first preference. Another copy may be sent by the candidate direct to the principal of the college indicated in the application as the second preference. The remaining two copies of the application should be sent duly filled in to the Registrar, University of Madras.
- (5) After the receipt of applications duly filled in by candidates, a complete list of candidates who have applied for each subject is prepared and a copy of the list is sent to each of the colleges affiliated in various subjects. This list is prepared taking into account the first preference of the college mentioned in the application by candidates.
- (6) A selection for each subject is finally made at a meeting convened by the Vice-Chancellor consisting of the principals of colleges affiliated in the subject concerned, while each principal may bring with a provisional list of candidates suggested by the College and the list

is scrutinised and the final selection are made and the result of the selection is notified on the notice board. Each college will send admission cards to the candidates selected for that College.

(7) In the case of postgraduate courses in Arts and Science such as Biochemistry, Analytical and Inorganic Chemistry and Ancient History and Archaeology, which are wholly conducted in University Departments, the list of candidates are referred to the professor concerned and the Vice-Chancellor in consultation with the professors will finalise the selection to the above-mentioned courses.

(8) As regards standard prescribed, no rule has been laid down by the University but invariably candidates are selected on merit basis, such as for example, in Mathematics, Physics and Chemistry where first class graduates are large in number, the admission to these courses are generally restricted to only first class graduates. While in natural science such as Botany, Zoology and Geology where first class graduates are not so large, candidates who have taken second class are also considered for admission after exhausting all the first class graduates applied.

(9) In the case of Humanities the position is slightly different. The candidates are admitted on the basis of the grade obtained in Part III.

It is for consideration whether the procedure for the selection of candidates as adopted by the Madras University may be accepted and introduced here from the academic year 1966-67 with modifications, if any, found necessary.

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University Buildings,
Trivandrum,
6th November 1965

Sd. Registrar

ANNEXURE IV

PROGRAMME OF THE VISIT OF THE
EDUCATION COMMISSION TO
KERALA STATE

The Education Commission as a whole paid a visit to Trivandrum (Kerala State) from Wednesday the 2nd of February to Friday the 4th of February, 1966 (both days inclusive).

Visiting Members

1.	Dr. K.G. Saiyidain	:	Member
2.	Shri J.P. Naik	:	Member-Secretary
3.	Shri A.R. Dawood	:	Member
4.	Dr. R.N. Dogra	:	Member, Task Force on Technical Education.
5.	Shri K. Kuruvilla Jacob	:	Member, Task Force on School Education.
6.	Shri Sohan Singh	:	Member, Task Force on Adult Education.
7.	Dr. T. Burges	:	Man-Power Expert.
8.	Dr. Salamat Ullah	:	Member, Task Force on Teacher Training & Teachers' Status.
9.	Shri C.L. Kapur	:	Member, Task Force on Higher Education.
10.	Dr. (Mrs.) Rajammal P. Devadas.	:	Member, Working Group on Women's Education.

2.2.1966 (Wednesday)

For noon - Simultaneous Discussions with:-

1. Principals of Engineering Colleges, Polytechnics, Junior Technical Schools selected from all over the State.

2. Heads of Secondary and Primary Schools selected from all over the State.
3. Principals of Colleges including private colleges selected from all over the State.
4. Representatives of premier libraries in the State and others interested in Library Development.
5. Teacher-educators selected from all over the State.

Afternoon

- Simultaneous Discussions with:-

1. Representatives of Management of Private Institutions.
2. Representatives of School Teacher Associations.
3. Representatives of College Teacher Associations.
4. Representatives of Students.
5. Educationists interested in the Education and Employment of Women.

Evening:-

- : Discussion with Heads of the Departments of Kerala University.

3. 2. 1966 (Thursday)

Forenoon

1. Discussion with the Vice-Chancellor, Kerala University.
2. Discussion with Eminent Educationists.
3. Discussion with Shri R. Govinda Menon Union Minister of State for Food & Agriculture.

Afternoon

1. Discussion with Eminent Educationists.
2. Discussion with the Governor Shri A.P. Jain.

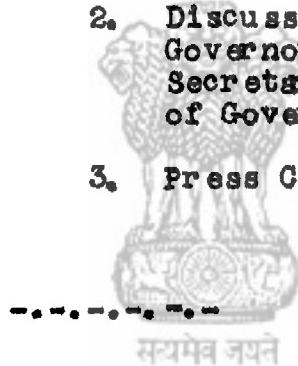
4.2.1966 (Friday)

For enoon

1. Discussion with the Members of the State Education Advisory Board.
2. Discussion with Education Secretary and Directors of Education Department.

Afternoon

1. Discussion with Prof. Joseph Mundassory.
2. Discussion with Advisor to Governor of Kerala, Chief Secretary and Other Secretaries of Government of Kerala.
3. Press Conference.



ANNEXURE V

LIST OF PERSONS WITH WHOM DISCUSSIONS WERE
HELD IN THE VISIT OF EDUCATION COMMISSION
TO TRIVANDRUM (KERALA STATE)

(2nd to 4th February, 1966)

- L. List of Principals of Engineering Colleges,
Poly-technics, Junior Technical Schools
selected from all over the State who met
the Education Commission on 2nd February,
1966.
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1. Shri K. C. Chacko, Principal, College
of Engineering, Trivandrum.
2. Shri L. Sivathanu Pillai, Principal,
Women's Polytechnic, Trivandrum.
3. Smt. N. Padmavathy, Principal, Women's
Polytechnic, Trichur.
4. Shri S. Narasimhamoorthy Rao, Special
Officer, Food Polytechnic, Kalamassery.
5. Shri T. S. Seshadri, Superintendent,
School of Arts, Trivandrum.
6. Shri V. Krishna Moosad, Superintendent,
Junior Technical School, Shoranur Z.
7. Shri P. V. Deveedas, Superintendent,
Junior Technical School, Mattanur.
8. Shri N. G. Johnson, Superintendent,
Junior Technical School, Attingal.
9. Shri V. E. Isaac, Principal, The 'V'
Telegraph and Wireless Institute,
Quilon.
10. Shri U. Rammochan Rao, Superintendent,
Junior Technical School, Manjeri,
Kerala.
11. Shri N. Vasakara Kurup, Principal,
N. S. S. Polytechnic, Pandalam.
12. Shri S. Rajaman, Director of Technical
Education

13. Shri K. Koman Nayar, Principal, Kerala Govt Polytechnic, Calicut.
14. Shri K. B. S. Rao, Principal, Govt. Polytechnic, Cannanore.
15. Shri M. S. Menon, Principal, Govt. Commercial Institute, Ernakulam.
16. Rev. Fr. J.M. Vergottini S.J., Principal, Industrial Training Centre, Calicut.
17. Smt. Mahalakshmi, Instructress, Tailoring and Garment Making Centre, Trichur.
18. Shri T. C. George, Principal, Engineering College, Trichur.

II. List of Heads of Secondary and Primary schools selected from all over the State who met the Education Commission on 2nd February, 1966

1. Shri K. K. Appukutty Adiyoti, Headmaster, High School, Kuttaparamba.
2. Shri A. K. Appu, Headmaster, Naminda High School, Badagara.
3. Smt. M. Josefa, Headmistress, Providence Girls High School, Calicut.
4. Shri G. P. Sarma, C.A. High School, Ayakkad, Palghat
5. Shri Paul Thomas, St. Annes G.H.S., Cranganore.
6. Shri K. A. Abraham, Headmaster, R.M. High School, Vadavucode.
7. Shri K. N. Kunjan Pillai, Retd. Headmaster, High School, Kakkaazhom.
8. Shri V. A. Narayana Pillai, High School for Boys, Karunagappally.
9. Shri V. Sreedhara Menon, Headmaster, Govt. High School, Ollur.

10. Shri P. Chitran Nambudiripad, Headmaster, Govt. High School, Mookkuthala.
11. Shri O. A. Mathew, Headmaster, Govt. High School, Kalavoor.
12. Smt. G. Sumitra Bai, Headmistress, Govt. U.P. School, Kasaragod.
13. Shri A. M. Sivasankara Mannadiar, Headmaster, M. M. M. S. B. School, Koduvayur.
14. Shri A. Narayanan, U.P. School, Manappadom, Alatur Taluk.
15. Shri A. P. Mathai, Headmaster, Govt. L.P.B. School, Kothamangalam.
16. Shri Sreedharan Nair, Headmaster, L.P.S., Karumom, Pappanamcode P.O.
17. Shri M. Mohamed Mustapha, Teacher, Town U.P. School, Attingal.
18. Shri M. Krishnan Nair, Headmaster, Govt. Basic & U.P. School, Kongad.
19. Shri K. Surya, Headmaster, Govt. Harijan Welfare School, Bela (Via) Kumbla.
20. Shri T. Ubaid, Headmaster, Muhizzul Islam A.L.P. School, Kasaragod.
21. Shri K. Madhavan Pillai, Headmaster, L.P.B. School, Kidangoor.
22. Shri K. P. Jacob, Headmaster, (Retd.) Veli, Trivandrum.

III. List of Principals of Colleges including private colleges selected from all over the State who met the Education Commission on 2nd February, 1966.

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1. Dr. N. S. Warriyar, Principal, University College, Trivandrum.
2. Kumari M. Varughese, Principal, College for Women, Trivandrum.
3. Shri M. P. Manmathan, Principal, Mahatma Gandhi College, Kesavadasapuram, Trivandrum.

4. Rev. Fr. Geevarghese Panicker, Principal, Mar Ivaniois College, Trivandrum.
5. Smt. C. Saradamma, Principal, N. S. S. College for Women, Perunthanni, Trivandrum.
6. Dr. M. Sreenivasan, Principal, Sree Narayana College, Quilon.
7. Smt. E.K. Santha, Principal, Sree Narayana College for Women, Quilon.
8. Shri P. S. Velayudhan, Principal, Maharaja's College, Ernakulam.
9. Rev. Mathew Kottiath, Principal, Fatima College, Quilon.
10. Sr. M. Digna, Principal, St. Teresa's College, Ernakulam.
11. Shri K. Madhava Menon, Principal, Government College, Madappally.
12. Shri V. Gopalan Nair, Principal, Govt. College, Vidyanagar, Kasaraged.
13. Shri S. Venkitakrishnan, Principal, Govt. Sanskrit College, Pattambi.
14. Shri V. E. Easaw, Principal, Physical Education College, Trivandrum.
15. Shri C. S. Krishna Iyer, Principal, Music Academy, Palghat.
16. Shri T.G. Thomas, Principal, Mar Thoma College, Kuttapuzha P.O., Tiruvalla.
17. Dr. A. S. Narayana Pillai, Principal, Govt. College, Chittur.

IV. List of representatives of Premier Libraries in the State and others interested in Library Development who met the Education Commission on 2nd February, 1966.

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1. Shri P. S. George (President), Kaleekkal Plamoottil, Tiruvalla.
2. Shri G.K. Mani, B.A.B.L. (Vice President), G/o Public Library, Kottayam.

3. Shri D. Damodaran Potti (Vice President)
Jawahar Nagar, C.I.T. Colony, Trivandrum 3.
4. Shri A.A. Rahim, Quilon.
5. Shri P.N. Panicker, General Secretary,
Kerala Grandhasala Sangham, Trivandrum.
6. Shri Isacc, Librarian, University
Library, Trivandrum.
7. Shri G.S. Guptan, Chairman, L.L.A.
Palghat, Headmaster, High School,
Katampazhipuram.
8. Shri K.P. Kunchu Menon, Member L.L.A.
Palghat, Headmaster, Hemahoika High School,
Palghat.
9. Shri A. Balagopal, Chairman, L.L.A.
Calicut.
10. Shri K.S. Gopala Pillai, Secretary,
L.L.A. Calicut.
11. Shri P.V. Mukundan, Chairman, L.L.A.,
Cannanore at Tellicherry.
12. Shri A.B. George, Lecturer in Library
Science, University of Kerala, Trivandrum
(Secretary).
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13. Shri N. Ramachandran Pillai, Indexing
Officer, Bureau of Economics & Statistics,
Trivandrum.
14. Shri C. Thomas, State Librarian, Trivandrum.
15. Shri K.A. Isaac, Librarian, University
Library.
16. Shri P.A. John, Joint Secretary, Kottayam
Public Library.
17. Shri N. Kutten Menon, Librarian, Public
Library & Reading Room, Thrissur,
18. Mr. Daniel L. Miller, Officer in charge,
United States Information Service,
Cantonment, Trivandrum.

V. List of Teacher-educators selected from all over the State who met the Education Commission on 2nd February, 1966.

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1. Dr. N.P. Pillai, Dean, Faculty of Education, University of Kerala, C/o M.Ed. College, Trivandrum.
2. Shri T. Paul Varghese, Principal, Government Training College, Trivandrum.
3. Shri T.R. Subbayan, Principal, Govt. Training College, Calicut.
4. Shri K.R. Ramakrishnan, Principal, Govt. Training College, Tellicherry.
5. Shri C. Krishna Das, Principal, N. S. S. Training College, Pandalam.
6. Rev. Fr. Joseph Mashew, Principal, Mar Theophelus Training College, Trivandrum.
7. Mrs. Lily Kurian Verghese, Principal, St. Joseph Training College for Women, Ernakulam I.
8. Rev. Fr. Joseph T.T., Principal, St. Thomas Training College, Palai.
9. Shri S. Hariharan, Headmaster, St. Mary's Basic Training School, Kamukincode, Neyyattinkara.
10. Shri M.J. Cherian, Headmaster, B.T.S., Chengannur.
11. Smt. Annie Idiculla, Headmistress, Govt. Basic Training School, Tiruvalla.
14. Shri G. Narayana Panicker, Headmaster, S.N.V. Basic Training School, Kakkazhom, Ambalapuzha.
15. Sr. Clarissa, Headmistress, Christ King C.B. Training School, Pavaratty.
16. Fr. Joseph Manavalan, St. George's Basic Training School, Vashakulam P.O.
17. Smt. K.S. Sarada Devi, Headmistress, Basic Training School for Women, Koduvayur.

18. Shri N. Balakrishnan, Headmaster,
Govt. Training School, Cannanore.
 19. Shri P. Balakrishnan, Headmaster,
Sree Narayana Basic Training School,
Nileshwar.
 20. Shri K. V. Babuji, Headmaster, P.G.M. R.T.
School, Parakode.
 21. Shri G. Ayyappan Nair, Headmaster, N.S.S.
Basic Training School, Karukachel,
Kanjirappally.
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VI. List of representatives of Management of
Private Institutions who met the Education
Commission on 2nd February, 1966.

1. Shri A.N. Gopalakrishna Pillai,
Secretary, Nair Service Society,
Changanacherry.
2. Shri P.M. Mathai, Principal,
Union Christian College, Aluwaya,
Treasurer, All Kerala Private College
Managements' Association.
3. Fr. E. S. John, Correspondent,
M. S. C. Schools, Pattom, Trivandrum-4.
4. Swami Sridananda, Sri Ramakrishna
Advaita Ashrama Kalady, Ernakulam Dt. Kerala.
5. Shri K.V. Raman Nair, Manager, The High
School, Shoranur.
6. Fr. Antony Mailady, Correspondent, to the
Corporation Management Archdiocese of
Changanacherry.
7. Shri N. Vasudevan Pillai, General Manager
& Inspector of N. S. S. Schools, Changanacherry.
8. Fr. Augustine Xavier representative of
Rt. Rev. Dr. Vincent V. Dereere,
Bishop of Trivandrum,
Corporate Management, R.C. Schools,
Trivandrum - 3.

9. Dr. Antony Vashapilly,
Kerala School Managers' Association.
10. Shri T.C. Kuruvilla, Manager School
for Deaf Children, Tiruvalla.
11. Dr. Jacob Mannaral, G. Secretary,
Kerala School Managers Association,
H.O. Palai, Neeloor P.O.
Shri
12. P.V.R. Nambiar, Joint Secretary,
Kerala School Managers Association,
Etakkad, Cannanore Dist.
13. Mrs. S.E. deRozario, B.A., B.T.,
President, Anglo, Indian Association,
Cochin-1.
14. David Rodrigues, Chairman, Central
Board of Anglo Indian Education,
Kerala State, Ernakulam-5.
15. Vincent Fernandez, Vice-President,
Union of Anglo-Indian Associations,
Kerala State, Ernakulam-5.
16. Shri N.K. Sankaran Nair,
Secretary, Travancore Devaswom Board,
Trivandrum-3.
17. Rev. Fr. Thomas Thundyil S.J.,
President of the Anglo Indian Schools
of Kerala, St. Michael's A.I. High
School, P.B. 26, Cannanore.
18. Fr. Augustine Xavier, General
Correspondent, R.C. Schools, Bishop's
House, Vallayambalam, Trivandrum - 3.

VII. List of representatives of School Teachers'
Associations who met the Education Commission
on 2nd February, 1966.

1. Shri E.K.K. Rajah, Headmaster, Durga
Secondary School, Kanhangad P.O.,
Cannanore Dt.
2. Dr. C.T. Kottaram, Headmaster,
St. Michael High School, Pravithanam
P.O., Palai.

3. Shri K.A. George, M.G.M. High School, Puthencruz.
4. Shri C. George Thomas, General Secretary, P.S.T.A.
5. Shri V. Madhavan Nair, Madhavaman-diram, Perunna, Changannacherry.
6. Shri P.C. John, S.A. High School, Kowdiar, Trivandrum.
7. Shri K. Sreedharan Pillai, Teacher, Model High School, Trivandrum.
8. Shri T.A. Markose, Vice-President, Teacher, Govt. B.T.S. Muvattupuzha.
9. Shri G. Balagopalan Nair, N.S.S. High School, Thadiyoor Via Tiruvalla.
10. Shri P.M. Cherian Tharakan, Headmaster, St. John's High School, Nalanchira, Trivandrum 15.
11. Shri N. Bhaskaran, General Secretary, District Educational Survey Officer, Quilon.
12. Shri G. Gopinathan Nair, Teacher, S.M.V. High School, Trivandrum.
13. Shri V.R. Kochu Pillai, Joint Secretary, K.G.P.T.A., Trivandrum 1.
14. Shri P.K. Nambiar, President, Kerala Government Primary Teachers' Association, Trivandrum.
15. Shri S. Narayana Iyer, President, D.G.T.A. Research Assistant, State Institute of Science, Sasthamangalam, Trivandrum.
16. Shri V.V. Joseph, General Secretary, Kerala Government Primary Teachers' Association, Trivandrum.
17. Shri P.V. Balakrishnan Nair, Joint Secretary, Teacher, Govt. Sec. School, Madai Payyangadi.
18. Shri O.R. Vasudevan, Vice President, Chazhoor, Via Trichur.
19. Shri N. Madhavan Pillai, Treasurer, Headmaster, L.P.S. Azhoor, Via Chirayankil.

20. Shri K.O. John, General Secretary, Kerala A.P.T. Union, Central Office, Ernakulam 6.
21. Shri C.C. Nair, President, K.A.P.T. Union, Badagara, N. Malabar.
22. Shri N.C. Chacko, Treasurer, Kerala A.P.T. Union, St. Mary's L.P. School, Elangulam, Kooralil, Via Ponkunnam.
23. Shri K. Sukumaran Unni, Joint Secretary, Kerala A.P.T. Union, Padmalayam, Parli.
24. Shri A.K. Kunhunni, Vice-President, K.A.P.T. Union, Sankara Iyer Road, Trichur.
25. Shri P. Raja Gopalan, Secretary, Private Secondary Teachers' Association, Trivandrum.
26. Shri K.V. Kunhikannan Nair, Joint Secretary, Kerala A.P.T. Union, Kadachira, N. Malabar.
27. Shri P. Kumaran, Headmaster, Govt. U.P. School, Perinjanam, Via Irinjalakuda.

VIII. List of representatives of College Teacher Associations who met the Education Commission on 2nd February, 1966.

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1. Shri P. George Varghese, Vice President, Professor, Maharaja's College, Ernakulam.
 2. Shri G. Kumara Pillai, Professor of English, University College, Trivandrum.
 3. Shri P. Ramachandran Nair, Lecturer in Malayalam, Intermediate College, Trivandrum.
 4. Shri N. Karunakaran, Secretary, Lecturer in Mathematics, Intermediate College, Trivandrum.
 5. Shri V.R. Subrahmanian, Mannath Lane, Trichur 1.
 6. Shri C.V. Cheriyam, C.M.S. College, Kottayam.

7. Shri I.G. Bhaskara Panikkar,
Guruvayurappan College, Calicut.
 8. Shri K. Narayana Kurup, Velu Tampi
Memorial College, Neyyattinkara.
 9. Dr. V.K. Sukumaran Nair, President,
Professor & Head of the Department of
Politics, University of Kerala, Trivandrum.
 10. Shri S. Venkatasubramony Iyer,
Department of Sanskrit, University of
Kerala, Trivandrum.
 11. Shri K.C. Alexander, Assistant
Engineer, Designs, Chief Engineer's
Office (B&R), Trivandrum.
 12. Shri E.J. Carri, Joint Secretary,
All Kerala Private Colleges Teachers'
Association, Mar Ivanios College,
Trivandrum-15
 13. Shri P. George Varghese, Vice-President,
Govt. College Teachers Association,
Prof. of Chemistry, Maharajas College,
Ernakulam.
 14. Shri K.R. Ramakrishna, Principal,
Govt. Training College, Tellicherry.
 15. Dr. N.S. Warrier, President,
Principal, University College, Trivandrum.
 16. Dr. K. Sadasivan Pillai, Research
Officer, Applied Chemistry Building,
University of Kerala, Trivandrum.
 17. Dr. N.P. Pillay, Dean of the Faculty
of Education, Department of Education,
University of Department of Education,
University of Kerala.
 18. Shri P. Subramonia Iyer, Executive
Engineer, Minor Irrigation, Division,
Trivandrum.
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IX. List of the representatives of Students' Associations who met the Education Commission on 2nd February, 1966.

1. Shri P. N. Balakrishnan, Mar Athanasius College, Kothamangalam.
2. Shri V. Joseph, President, College Union, Union Christian College, Alwaye.
3. Shri M. A. John, Chairman, Students Union, Maharaja's College, Ernakulam.
4. Shri G. Sankaranarayanan, General Secretary, College of Engineering, Trivandrum.
5. Shri K. V. Anatharaman, General Secretary, Engineering College, Trichur.
6. Shri M. Pareed, III Yr. B. Sc., Farook College, Farooke, Calicut.
7. Shri M. Radhakrishnan, III D. C. English, Sree Narayana College, Cannanore.
8. Shri Chapady Vasudevan, St. Joseph's College, Devagiri, Calicut.
9. Shri K. Ramakrishnan Nair, Ph. D. Student, Agricultural College & Research Institute, Vellayani, Trivandrum.
10. Shri K. J. Vincent, (Final Year M. Com), N. S. S. Hindu College, Changanacherry.
11. Shri N. A. Ouseph, St. Thomas College, Trichur.
12. Shri Fazulud-Din, I M. A. (English Litt.) General Secretary, College Union, University College, Trivandrum.
13. Shri K. Vinayachandran Nair, Final Year M. B. B. S., Medical College, Trivandrum.
14. Shri N. Krishnan Kutty Nair, II Yr. B. V. Sc. Union Speaker, Kerala Veterinary College, Manunthy, Trichur.
15. Shri V. Joseph, Sacred Heart College, Thevarkk, Ernakulam.
16. Shri D. B. M. Rosario, III B. Sc., St. Alberts College, Ernakulam.

17. Shri N. Krishna Panicker, I. D.C.
English Main, N. S. S. College, Pandalam.
18. Shri Dudley Surao, III D.C., Fatima
Mata National College, Quilon.
19. Shri K. Pookunju, II M.A. (Politics),
S.N. College, Quilon.
20. Shri Philo Thomas, III D.C., Assumption
College, Changanacherry.
21. Shri G. Balachandran, Speaker, College
Union Sanatana Dharma College, Alleppey.
22. Shri U.V. Achuthan, III B.Sc. Physics,
N. S. S. College, Ottapalam.
23. Shri T. Govindan, II M.A., Govt. Brennan
College, Dharmadam, Tellicherry.
24. Shri A.K. Prathapan, II M.A., Union
Speaker, University College, Trivandrum.

X. List of the Educationists interested in the
Education and Employment of Women who met the
Education Commission on 2nd February, 1966.

1. Smt. T. Karthiayini Nambiar, Cantonment,
Cannanore.
2. Smt. L. Gomathy Ammal, District Educational
Officer, Trivandrum.
3. Mrs. Samuel Mathai, Chairman, State Social
Welfare Advisory Board, Trivandrum -14.
4. Smt. Devaki Gopidas, M.P., Kottayam.
5. Smt. K. Bharumathi Amma, District Educational
Officer, Trivandrum.
6. Smt. J. Dakshayani Amma, Headmistress,
Girls I High School, Cotton Hill, Trivandrum.
7. Smt. K. Gourikutty Amma, Retd. Dy.
Director of Public Instruction, Thiruvananthapuram,

8. Smt. Nafeesa Beevi, Lecturer, Women's College, Trivandrum.
9. Smt. Moideen Beevi, Teacher, G. H. S. Cotton Hill, Trivandrum.
10. Smt. Padmavathy Amma, Teacher. G. H. S. Cotton Hill, Trivandrum.
11. Smt. L. Omanakuanna, Director of Social Welfare.
12. Smt. C. P. Sarojini Amma, Headmistress, Govt. Girls High School, Chalai, Trivandrum.
13. Smt. A. Lakshmikutty Amma

14. Shri A. Abubaker, Dy. Director of Employment, Trivandrum.
15. Smt. C. Ponnamma, Headmistress, City High School, Trivandrum.
16. Smt. K. Chellamma, Headmistress, Govt. High School, Perur Kada.
17. Smt. Sarojini Amma, Headmistress, N. S. S. High School, Palkulangare.
18. Smt. Nalini Sreenivasan, Headmistress, Govt. High School, Karman Pmandru.
19. Smt. Madhavi Kutty Amma, Headmistress, G. H. S. Barton Hill, Trivandrum.
20. Smt. Mercy David, Headmistress, Govt. Tamil High School, Chalai, Trivandrum.

संयोगिता नामांकन

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- XI. List of the Heads of the Departments of Kerala University who met the Education Commission on 2nd February, 1966 (University Senate Hall).

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1. Dr. A. Abraham,
Head of the Dept. of Botany.
2. Dr. N. P. Pillai,
Head of the Dept. of Education.
3. Mr. A. Anantharaman,
Head of the Dept. of Chemistry.

4. Shri A. Chandrasan,
Head of the Dept. of Hindi.
 5. Dr. (Miss) Aleyamma George
Head of the Dept. of Statistics.
 6. Dr. M. R. Parameswaran,
Head of the Dept. of Mathematics.
 7. Dr. E.I. George,
Head of the Dept. of Psychology.
 8. Dr. V.K. Sukumaran Nair,
Head of the Dept. of Politics.
 9. Dr. V.L. Subramaniam,
Head of the Dept. of Linguistics.
 10. Shri K.A. Isaac,
Head of the Dept. of Library Science.
 11. Shri V.R. Pillai,
Head of the Dept. of Economics.
 12. Shri K. Kunjunni Menon,
Head of the Dept. of Geology.
 13. Mr. Manfred Turlach,
Head of the Dept. of German.
 14. Dr. A.G. Krishna Warrier,
Head of the Dept. of Sanskrit.
 15. Dr. P.K. Narayana Pillai,
Head of the Dept. of Malayalam.
 16. Shri P.K. Karunakara Menon,
Head of the Dept. of History.
 17. Dr. K.K. Nair,
Head of the Dept. of Zoology.
 18. Shri C.P.K. Tharagam,
Head of the Dept. of English.
 19. Dr. K. Raghavan Pillai,
Curator, Manuscripts Library.
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XII. List of Educationists & Other Eminent persons who met the Education Commission on 3rd February, 1966 (Kanakakunnu Palace) Trivandrum.

1. Shri Aamuel Mathai, Vice Chancellor, Kerala University, Trivandrum.
2. Shri Mariarputham, Chairman, Public Service Commission, Kerala, Trivandrum.
3. Shri P.P. Ummer Koya, Member, Public Service Commission, Kerala, Trivandrum.
4. Shri K.M. Unnithan, Trivandrum.
5. Shri Kainikkara M.Kumara Pillai, Trivandrum.
6. Shri Suranad Kunjan Pillai, Trivandrum.
7. Commodore Sonpar, Director, N.C.C., Kerala.
8. Shri Rama Varma (Appan Thampuran), Retd. D.P.I.
9. Shri I.N. Menon, Retd. D.P.I.
10. Shri Panampilli Govinda Menon.
11. Shri B.C. Varghese, Trichur
12. Shri K.P. Kesava Menon, Chief Editor, 'The Mathrubhumi', Calicut 1.
13. Shri P.T. Bhaskara Panikker, Ottappalam 2.
14. Shri Kochukuttan, Ex-Minister.
15. Shri Kunjambu, Ex-Minister.
16. Shri Kelappan, Tavannur
17. Shri C. Narayana Pillai.
18. Shri Godavarma Raja, Trivandrum.

XIII. List of the members of the State Education Advisory Board who met the Education Commission on 4th February, 1966 (Kanakakunnu Palace) Trivandrum.

1. Shri A.N. Tampi	Chairman
2. Most Rev. Benedict Mar Gregorios Arch Bishop of Trivandrum.	Member
3. Shri P. S. George	do
4. Shri Alexander Parambithara	do
5. Dr. N.P. Pillai	do
6. Shri Mohasin Bin Ahmed.	do
7. Shri Rama Varma (Appan) Thampuran	do
8. Dr. M. Sreenivasan	do
9. Smt. Ambadi Karthigayani Amma	do
10. Dr. K. Bhaskaran Nair	do
11. Shri E.M. Hariharan	do
12. Shri Samuel Mathai	do
13. Shri S. Rajaraman	do
14. Dr. V.S. Gopalakrishnan	do
15. Shri P.K. Umashanker	Secretary.

XIV. List of State Govt. Officials who met the Education Commission on 4th February, 1966 (Kanakakunnu Palace) Trivandrum.

1. Shri P.K. Abdulla, Education Secretary
2. Shri P.K. Umashanker, Director of Public Instructions.

3. Shri Rajaram, Director of Technical Education.
4. Dr. K. Bhaskaran Nair, Director of Collegiate Education.
5. Shri Ramavarma Thampan, Deputy Secretary, Education Department.
6. Shri P. Viswambharan, Deputy Director
7. Shri P. R. Viswanathan Nair, Commissioner, Examinations.
8. Shri N. E. S. Raghavachari, Adviser
9. Additional Secretary, Plg. & Finance.
10. Agricultural Production Commissioner.
11. Deputy Secretary (Health & Labour).



MEMORANDUM

Presented by

The Government of Kerala

to

The Education Commission

1965



EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
BAHALUR SHAH ZAFAR MARG
NEW DELHI

INTRODUCTION

Kerala stands foremost in the field of Education among the Indian States though she is economically backward and the people comparatively poor. The State has been for years laying considerable emphasis on the spread and development of Education and substantial achievement has been made in the field. According to the 1961 census the total population is 1,69,03,715 the percentage of literate people is 46.8 and the total population of school-going children is 40,09,282. These figures speak themselves about the magnitude of the problems in the field of Education in Kerala. The following comparative figures of literacy in the State in relation to the whole of India will show the progress attained by the State in the field of Education:-

General literacy: 46.8% as against 24% for the whole of India.

Male literacy: 55.0% as against 34% for the whole of India.

Female literacy: 38.9% as against 12.9 for the whole of India.

Out of a total revenue of Rs.79,58,32,500, Rs.23,16,25,100 was set apart for Education 1964-65. This roughly works out to 30% of the State's revenue. The corresponding figures for 1965-66 are Rs.85,54,41,200 and Rs.28,13,69,100. The amount set apart for Education during 1965-66 works out to 33% of the total revenue. Despite the fact that the State has attained a good percentage of literacy, much remains yet to be achieved in this field.

Under Education there are 3 branches here, viz., (1) General Education which covers up to and includes Secondary stage. (2) Collegiate Education and (3) Technical Education, each under a separate Directorate. The academic aspects of the higher and technical education (Degree courses) are under the control of the Kerala University.

Due to the difficult ways and means position of the State and the alarming increase in the expenditure on Education every year, the State Government is finding it difficult to carry out satisfactorily the various schemes undertaken. Having regard to the demand on the resources for other nation building activities the State with its limited resources is unable to allocate a higher percentage of its revenue for educational purpose. Unless the Government of India comes to the aid of the State with adequate financial assistance, it may not be possible for the State

Government to meet to a satisfactory extent the various pressing demands on the State's progressive educational needs.

The main detailed problems with which the State is faced in the field of Education are dealt with in the following paragraphs so that the Education Commission may kindly consider them and give their expert guidance and advice.



Relationship between State Governments and the Central Government.

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This Government are of the view that Education should be retained in the State list under the Constitution. While it is necessary to have a national pattern of education and also agreement on certain basic questions on educational matters, there has to be considerable freedom in implementation of the Educational programmes. Education is a matter in which legislation may not be of great help in enforcing national decisions. Education has to be developed by the participation and co-operation of the local community. The local community is very closely identified with the State Governments. Any attempt to bring in uniformity by legislation may not be in the interest of development of education because where there is no active participation and co-operation on the part of the local community and State Governments, such a measure is not likely to succeed in the field.

The relationship between the States and the Central Government will have to be one of responsive co-operation and co-ordination. There have to be frequent consultations and discussions. Decisions can be taken only on the basis of mutual consent and agreement. Further, while it will be possible to achieve some kind of uniformity in regard to basic questions on educational matters it would be necessary in the interest of developing local initiative and talents to permit considerable degree of freedom of action to State Governments.

सत्यमेव जयते

The above considerations urge that there is not sufficient ground to bring Education in the Concurrent list.

Pre-primary Education

Pre-primary education is imparted to children of age group 3-5. It is desirable to provide this age group with an accepted form of educational training. The difficulty is one of providing facilities. The number of children of this age-group being enormously large, State Governments with very limited resources cannot undertake any major scheme of Education for them. Educational training of this age-group can be left to voluntary agencies and Local-Self-Government Units. Government can provide guidance and supervision through its staff for the proper running of the institutions for this group. It can make arrangements for training of teachers to staff these institutions. It will not be possible for Government to provide any assistance for either recurring or non-recurring items of expenditure for these institutions.

Government may run a few institutions which may serve as models. The function of the Education department may as far as possible be confined to guidance, supervision, and training of staff.

Primart Education.

Primary Education can be divided into two sectors - Lower Primary and Upper Primary. In Kerala this consists of seven standards. Standards I to IV constitute the Lower Primary and Standards V to VII the Upper Primary. Age of admission to Standard I is five plus.

This State has achieved 100 percent enrolment in respect of children covering the Lower Primary section. The Upper Primary Section has covered about 61% of the age-group. Education upto Standard VIII is free. Mid-day meal is provided to children in Standards I to IV under the CARE programme. Text books equivalent to the value of the gift paper received from Sweden and Australia are distributed free to the needy children in Standards II to IV. Introduction of compulsion in the Lower Primary Section is unnecessary in this State in the light of the conditions prevailing.

While Education is free upto Standard VIII it will not be possible to make it compulsory till the State can make adequate arrangements for the supply of dress, mid-day meal, and books to all the needy children. Since the State is not in a position to make adequate arrangements for providing all these facilities, it will not be desirable to make primary education compulsory.

This State is not faced with the problem of wastage at primary level. There is to a certain extent the problem of stagnation and this is due to the existence of a large number of sub-standard institutions. The problem of stagnation can be solved only gradually when concrete and firm steps are taken to improve standards in Primary Schools.

Primary education is characterised by enormous expansion in terms of numbers in recent years. It has been the policy of Government to provide admission for every child seeking admission to a school. But at the same time, it has not been possible for Government to provide adequate educational facilities, such as proper accommodation, furniture, equipments, and staff. The teacher-pupil ratio has remained very high. A class takes about 45 children. This is too large a number for a teacher to manage effectively. In many cases, temporary structures not sound from the educational stand-point have been constructed to accommodate additional

additional strength of children. In a large number of cases, there has been inadequacy of equipments like benches, desks, blackboards, charts, maps, etc. This has made the task of teachers very difficult.

The recent expansion in numbers has another distinct character. More and more children of parents who have no educational background are coming to schools. These children do not receive any assistance from the parents in their educational efforts. Some of them receive no guidance or supervision. Teachers have to handle heterogeneous groups of students in class rooms and they often find it necessary to impart special coaching to the children who come from families who have no educational background. In many cases the standards of institutions and classes are lowered in the endeavour to impart special instruction to these children.

The remarkable expansion in education has resulted in increasing number of teachers being recruited. The teaching profession does not hold out future prospects and so has not attracted better talents. The aptitude of the person for teaching work has not been taken into consideration. This has also resulted in the lowering of professional standards of teachers.

The enormous expansion in the number of teachers has resulted simultaneously in the lowering of the standards in Training Institutions. Training Institutions are also suffering from the general defect of inadequacy of equipments.

Since independence, attempts have been made to reorganise the pattern of education so that it will suit the needs of the Nation. But it has not been possible to determine what exactly are the present needs and how to fashion the pattern of education to suit the needs. Frequent experiments had been conducted changing the pattern, the curriculum, the syllabus, etc., to achieve satisfactory results. The medium of instruction has been changed. But these have not helped to achieve satisfactory results. The frequent experimentations have to an extent upset the educational standards.

There has been a slackening of supervision and guidance, partly due to the great increase in the number of institutions and partly due to the fact that the Educational officers are involved too much in matters relating to Administration.

The introduction of Basic Pattern of Education at Primary level has not been a success. Basic Education is not merely a pattern of education. It involves faith. Public reaction to Basic Education has not been very encouraging.

Naturally this has reflected in the imparting of Basic Education in schools.

The question of the pattern and duration of Primary Education is a matter which is still engaging the attention of educationists. This State has adopted 7 standards for Primary Education. This has proved to be a success and no particular reason can be found for a deviation from the existing pattern. The age of admission has been made 3 plus. This is perhaps a little low, but it has been done purely in response to the desire of the public to send the children as soon as possible to schools.

There will have to be concerted and strong efforts to improve standards of education at this level. Unless standards of education at this level are improved, it may not be possible to improve standards at higher levels. The attempt should be in the first instance to provide adequate and proper accommodation, adequate and proper furniture, equipments, etc., and to provide a reasonable teacher-pupil ratio. It may be necessary to introduce study of Science in a more regular and intensified manner at this stage. But this would require large outlay of funds.

It must be remembered here that the basic difficulty lies in the fact that substandard institutions have been brought into existence. Measures such as Seminars and Refresher courses for teachers, special schemes of assistance, etc. can prove fruitful only if the institutions are made basically sound. Unless the institutions are properly accommodated and equipped and have a reasonable teacher-pupil ratio, any isolated or special efforts may not bear good results. The shift system under which children get instruction only for 2 1/2 hours per day, the teacher engaging one batch in the morning and a second in the evening is in vogue in standards I to III in a number of Lower Primary schools in the State. The people are generally against this system and the State is contemplating schemes to abolish shift through the Five Year Plans by stages.

This Govt. do not recommend the adoption of shift system in any of the classes. It can be argued that a child of 5 or 6 cannot devote more than 2 1/2 to 3 hours a day for systematic study. There will be practical difficulties if the children of Standards I and II alone have to come to schools or return home in the noon in as much as they are generally accompanied by their elders in the same school.

No public examination at the end of the elementary education is necessary. A public examination at the end of the school stage is sufficient. Conduct of public examination for about 3 lakhs of pupils at the end of Standard VII is also difficult.

ROLE OF LOCAL BODIES IN EDUCATIONAL ADMINISTRATION.

One-third of the schools in the State are under Govt. and the remaining two-thirds under private Managements. A handful of schools is run by Panchayats now. With the re-organisation of States the schools under the Malabar District Board and under the Municipalities in the erstwhile Malabar area were taken over by Government.

Some Panchayats which have opened schools are even requesting that the schools may be taken over by Government. This is in spite of the fact that the salary of the teachers is paid by Government and a maintenance grant is also given for other purposes. The Panchayats have not been able to find the funds for non-recurring expenses. The Panchayats in Kerala are not yet viable units.

Transfer of the Government and aided schools in this State to the Panchayat Samithies discharge their functions in other fields properly. The question of transfer of primary education to these Samithies can be considered later, after the Panchayat Raj system has been effectively put into operation. There are also difficulties such as transfer of the staff from Government and from the Managers to the control of the Panchayat Samithies, etc. There is also the probability of some Panchayat Samithies being influenced by political motives and reactions. What can be done now therefore is to give some preference to Panchayats if and when they apply for permission to open new schools. The possibility of giving powers to Panchayats to visit the educational institutions can be examined.

SECONDARY EDUCATION.

Secondary Education in Kerala commences from Standard VIII and is of three years' duration. The child will pass out of Xth standard at the age of 15.

The State has covered about 45% of the population of this age-group. This is in spite of the fact that fees are levied in the last two Standards and so is satisfactory.

The Subjects taught at this stage are the Regional Language, English, Hindi, Mathematics, General Science, and Social Studies. There is no system of electives in the High School classes. This being a terminal course, the State is of the view that electives need not be introduced at this stage.

This sector of education also has been expanding at a remarkable rate. This expansion has been one of the causes for lowering of standards at this level. Another cause for the lowering of standards at this level is the fact that students who come to the secondary schools are not adequately equipped at the primary level. At the secondary level also a good number of substandard institutions have come into existence because of the State's inability to provide proper institutions.

It has not been possible to pay attractive salaries and bring competent people to teaching profession. It is generally the third and fourth rate students passing out of Colleges who are coming to the teaching profession. The recruitment of such persons has contributed further to the lowering of standards. Many of these teachers do not have sufficient aptitude for the work undertaken by them and they are more often resigned to their lot. Some of them do not take adequate interest in their work. Accommodation position in these institutions also is quite unsatisfactory. The schools are poorly equipped. Most of them do not possess good libraries. All these are handicaps which have added to the problem of this sector of education.

In addition to all these, the large number of students in this sector are from families who have no educational background. These children, as in the case of Primary Schools, constitute a problem for the staff who handle them. Bestowing special attention on these children proves rather difficult. It is not possible with the limited resources to arrange for special coaching and training of these children. The class strength of 45 is too large to enable a teacher to take adequate interest in the promotion of standards of these children.

The present system of examination is a fairly good system of assessment. It is true that there are some defects in the system. But in the absence of an alternative method of assessment, the examination system cannot be discontinued. Without any radical changes in the present system, probably some minor improvements, here or there, can be thought of.

It has already been observed that Primary Education in the State is for 7 years. This has been a success. Considerable thought has been bestowed on the question whether Higher Secondary system of Education, viz., 12 years course in schools should be introduced in Kerala. Considered opinion is that the two year pre-degree system that has been introduced in Kerala has definite advantages and merits. It gives the students the Collegiate atmosphere and the better facilities of Libraries and Laboratories available in Colleges. It enables students to get instruction from a higher type of teachers because the qualifications for teachers prescribed for the pre-degree Colleges are the same as for Lecturers in Degree Colleges.

From a practical side also Government have an advantage in this system because the pre-degree institutions are more or less self-supporting. If on the other hand these 2 classes are also added on to the School Education, the strength of schools will be too much and unwieldy. The discipline in the institution is likely to be affected. The fee income from the students will be nominal. Government will have to meet the salary of the entire teaching and

and non-teaching staff as in the case of schools. This will be a huge financial burden on the Government which in the present circumstances they are unable to meet.

Multipurpose Schools

The Multi-purpose System was introduced in the State's educational field, to develop bias in students as secondary level to take to courses in Agriculture, Commerce, and Technology. The courses did not contemplate development of professional skill of an order which would enable the student to be absorbed straightaway in an industry or in the field in which he has studied. The course was merely intended to stimulate interest in the child, leaving it to him to follow up his interest after the completion of secondary course. This programme of bias training has not been a success. The boy who completes this training does not find employment in the Technical establishments because he is not adequately trained to enter the field direct. The brighter boys are not attracted to this type of education. These courses have been attracting only third and fourth rate students. This adds to the problem because such children cannot make good students and the course itself has almost become a failure. The intention was that these children will, after completion of the biased course, follow their interests in technological institutions. This has not happened. Most of them either discontinue their education or seek admission to Colleges.

Further it has been found difficult to equip satisfactorily the schools in which these courses are introduced and provide proper and trained staff. A school with Multipurpose courses costs much more than ordinary Academic Schools. It requires funds for recurring items such as purchase of raw materials, purchase of fertilizers, insecticides, etc. It has not been possible for the State to provide for the full requirements for such institutions. Trained persons are required to teach in these institutions. As the posts in these institutions do not carry attractive scales, properly trained persons are not available for teaching in these institutions. Attempts were made to recruit persons from the P.W.D., the Department of Agriculture, etc., but usually persons from these Departments do not aspire for postings in these schools and sometimes the posts fall vacant. In the case of Agriculture, acquisition of land, has proved difficult.

There is stagnation at the level of entrance to the secondary school, especially Standard IX. This is due to economic reasons. Tuition fees are levied at this level. Scholarships are given but they are not based on economic grounds. Nor are they

large in number. The purchase of books and equipments for the secondary schools stage is a burden for many parents.

Stagnation is partly due to ineffective supervision and partly due to the system of examinations. In some cases it is also due to anxiety of the school authorities to produce good results at public examinations.

It is not desirable nor practicable to introduce part-time education at the secondary level. The children of this age will not generally be ripe enough nor will have the stamina to do part-time jobs and attend part-time classes properly. There has also been no demand in this State for part-time classes in schools.

The present system of extension work in vogue is found to be satisfactory. It links the Primary Schools with Training Schools and Secondary Schools with the Training Colleges and gives an impetus for better and more efficient work at all the levels. The State Government have in consultation with the Extension Directorate evolved a scheme for a smooth and efficient linking of these units. Its continuation and further extension is desirable.

Teacher Education

The qualification prescribed in the State for appointment as primary school teachers is S.S.L.C. with a two-year teachers' training course. Teachers at the Secondary level should be graduates with B.Ed. qualification, a degree course of one year. Language teachers in High School classes have to undergo one year training in the Language Teacher's Training Centres opened by the State. There is provision for training for teachers in Malayalam, Tamil, Hindi, Kannada, Sanskrit and Arabic. These qualifications prescribed by the State seem to be sufficient except in the case of Headmasters of Upper Primary Schools for whom the State would suggest graduation with B.Ed. The State has already taken a decision on the above basis and is trying to implement it in stages.

The total backlog of untrained teachers including Language teachers, where the backlog is greater, will not exceed ten per cent. The State is considering the question of covering this backlog by starting new divisions in the existing institutions or by starting additional institutions.

Frequent inservice training programmes and refresher courses for teachers, of all levels to refresh their knowledge and to bring to their notice new methods and new techniques are necessary.

Such programmes are not undertaken often because they involve considerable amount of administrative arrangements to be made and also because of additional financial commitments.

There should be research in educational programmes. It should be possible to experiment with new methods and new techniques and the Department should be able to encourage such experiments under controlled conditions in selected institutions. It should be possible to scrutinise the results of such experiments and make use of them in due course.

In view also of the suggestion to give inservice training for the teachers, no change in the administrative or academic pattern of the various categories of training course seems necessary. Of course, changes in the curriculum from time to time to absorb new ideas in the field of education will be necessary.

The State has established a State Institute of Education and entrusted them with problems relating to qualitative improvement in education.

Teacher Status

The pay scales of teachers in this State compare fairly favourably with the pay scales of Government servants with comparable qualifications in other Departments of Government except in the matter of higher grades for the primary teachers. From the point of prospects, the teaching profession lags behind. The question of giving higher grades to Primary teachers is a question of Finance and this must be now under consideration of the Pay Commission constituted by the State.

The conditions of service and the rules regarding retirement benefits for teachers in Government service are the same as for other Government servants. The teachers of aided schools in the State have parity with teachers of Government schools in pay scales, retirement benefits, etc. The rules relating to Conduct and Discipline of Government School teachers apply mutatis mutandis to aided school teachers.

No criteria different from what is adopted by the respective States for grant of allowances for other Government servants need be adopted in the case of teachers.

The State would request that the Government of India give Central assistance for removing disparities which exist in the pay scales, higher grades, etc., between Government and aided school teachers and Government servants in other Departments. It is desirable that the pay scales are more or less the same in States

in the same Region.

Retired teachers and teachers in service, in indigent circumstances, etc. are given assistance from the National Foundation for Teachers' Welfare.

The Education Department is a Vacation Department and the teachers have to work only for about 17 hours a week (25 periods of 40 minutes). This cannot be said to be excessive.

Regarding the Teachers' organisations, it has to be stated that they have so far concentrated their attention only on improvement of service conditions of teachers. Nothing impressing or substantial has been done by the Associations by way of contribution in academic matters. These organisations should also take up the task of improving professional standards and the integrity of teachers. Most of them are not giving adequate attention to these aspects of their work.

It is brought to the notice of the Commission in this connection that there are a large number of appeals over disciplinary action taken against aided school teachers by Managers and educational officers as well as on questions relating to seniority, promotion, etc. The hearing and disposal of these cases consume considerable time of the senior officers of the Department. An alternative to this is to constitute a Tribunal and give the powers now exercised by the Director of Public Instruction and the Regional Deputy Directors to this Tribunal so that the senior officers will be relieved of this work. The time of the senior officers has to be utilised to consider and advise Government on important policy and academic matters. They would not get sufficient time to devote to serious subjects if they are submerged in routine matters of administration of the kind mentioned above.

Scholarships

As has already been observed, there is no tuition fee in Standards I to VIII now. Poor and needy children in Standards II to IV are given Text Books free of cost. Children in Standards I to IV are also given mid-day meals. There is therefore no need for a Scholarship in the Lower Primary Sector.

In the Upper Primary the children have to pay for the Text Books and other school requisites. A small amount as scholarship for about 2% of the student strength in the Upper Primary Classes in order to cover the cost of school text books and other school requisites is necessary and desirable. In High School classes the Scholarship system may be more liberal and the Scholarship amount higher in Standards IX and X so as to cover tuition fee also. A percentage of

the scholarships may be given on the basis of merit and the others on merit-cum-poverty. Fifty per cent of the total expenditure on this account may be met by the Government of India.

The system of starting separate institutions purely for talented children is likely to develop snobbery and under the present set up of democratic pattern of Educational Administration is liable to be widely criticised. A search for talent is acceptable. When talented students are found out they should be assisted by a liberal system of scholarship.

Fee Concession

There is no provision in this State now for giving fee concessions to children of poor parents in Standards IX and X except in the case of Scheduled Castes, Scheduled Tribes, and Other Backward Classes. It is necessary and desirable to give fee concession to children of parents who are very poor, say who have an income of Rs. 900 or less per annum. But it will not be possible for the State to do this due to financial reasons. The Centre should assist in this behalf.

School Health Programme

At present provision exists for inspecting children once during the school course. Even this examination is of a cursory order. It is often found that medical practitioners are not willing to undertake this programme, because of the small remuneration they are given for this and because of difficulty of accessibility to areas where a number of schools exist.

A scheme is being tried for training teachers to assist in the medical inspection programme. Under the Scheme, teachers are trained to check up routine items of the physical growth of a child for which no expert knowledge is required.

It is necessary to make a thorough medical inspection of a child once during elementary stage, once in middle stage, and once in secondary stage. Follow-up programme is also necessary.

Co-curricular activities

It is necessary to encourage co-curricular activities such as music, dance, folk-songs, drawing and painting, knitting, needle-work, gardening, hobbying, scouts, guides and Red Cross in the Schools. Provision exists now for these co-curricular activities in schools. It may be necessary to devote greater attention to popularise these programmes and to strengthen the activities. District Meets and State Meets in festivals and athletics go a long way in encouraging these.

Guidance and Counselling

This State has introduced counselling and guidance service at Secondary stage. Career Masters and Counsellors have been trained. The response of students and parents has been encouraging. But in a situation where job opportunities are very few, these services have not been of great help to the students. There is definite scope for expanding these programmes.

Education of Girls

Education of girls has been progressing satisfactorily in the State. About 45 per cent of the children in the Primary Schools are girls. More and more girl students are seeking admission in educational institutions. Special subjects are included in School Education for girl students in this State.

The State Government have permitted co-education at the Primary level. There are a few institutions exclusively for boys and girls in the Secondary stage but generally co-educational institutions are larger in number. It appears that there is no harm in encouraging co-education in the Primary stage and that it is better to avoid it at the Secondary stage.

Education of the Backward Classes

The State is not lagging behind in the education of the backward classes. Schools have been specially provided for education of Scheduled Castes and Scheduled Tribes many of whom live in hill areas. These schools were being administered by the Harijan Welfare Department till recently. These schools have now been brought under the Education Department.

Imbalances in Education Development

Educational development in Travancore-Cochin area is relatively better than in the Malabar area. After the formation of Kerala every effort has been made to remove this imbalance. In Travancore-Cochin area a survey was conducted to assess the needs. Institutions have been sanctioned considering the survey report also. It is proposed to conduct an educational survey of the whole State at an early date. This will serve to a great extent to correct any imbalances existing between the two regions.

Agricultural Education

A separate note on Agricultural Education is being furnished by the Agriculture Department of the Secretariat. Therefore details regarding Agricultural Education are not furnished here.

School Syllabus

It would be desirable if the Government of India

frame Model Syllabus for languages like English and Hindi for Non-Hindi speaking areas and for subjects like Arithmetic, General Science and Social Studies so that the States could use these as a guide in preparing syllabi for the States with reference also to local conditions. The Government of India could prepare their Model syllabi with reference also to the Syllabi in advanced countries.

It is essential that a syllabus once drawn up is not disturbed frequently. A machinery may be evolved both at the Centre and in the States which would examine the syllabi periodically to ensure that they are brought up-to-date and necessary modifications are made from time to time. Modifications should be made in such a manner that, they do not seriously disturb the curriculum. Frequent and radical changes of syllabus not only disturb curriculum but throw the entire work in Schools into confusion.

School Text Books

It would be desirable to nationalise text books. The State Government has nationalised the publication of text books at all stages except Non-detailed Text Books. But the standard of text books remains to be improved. It is difficult to get competent hands to write text books. Literal translations from other languages have proved failures and free translation is difficult. Government of India may evolve a scheme to give training to selected persons from States in the preparation of Text Books.

At the level of primary schools, examples and references of interest to the local areas are very essential in the Text Books. It is not possible to attempt this in text books drawn at level of the Government of India. Therefore the Government of India may attempt model Text Books and pass it on to State Governments for modifications and additions in conformity with local conditions. In the Secondary stage, however, in subjects like science and social studies it would be possible to prepare text books at national level.

In the existing set up and arrangement for preparing syllabus and Text Books, it is desirable that curricula and books for study at various levels in the schools are formulated and prepared by combined Committees of school and University teachers. The combined Board of School and University authorities should continuously study and try to effect improvement in the various aspects of school education.

Educational Finance

Want of sufficient funds is the main stumbling block in the way of improvement of standards of education. Most of the ills of the present day educational system are attributable to utter inadequacy of funds. While the State has provided for quantitative expansion, it has not been

possible to maintain quality because of failure to provide necessary accommodation, equipments and appliances and the high strength in the classes. The back-log in these respects is very heavy and would require considerable provision of funds in the IV and Vth Five Year Plans.

The question of levy of an Educational cess is under consideration.

There was a proposal some time ago that the Government of India should subsidise education in the States taking into consideration the efforts made by the States, the achievements and the per-capita income of the State. It was suggested that the aid to a State should be inversely proportional to its ability to support elementary education. It is highly necessary that the Govt. of India adopt some such scientific standard of assistance to the States to finance Education.

Another factor to be remembered in this regard is that while educational requirements form more than 30% of the Budget of the State, the provision for education in the Plans is 10% or below. This has necessarily to be looked into.

According to the directive principles in the Constitution the State shall provide free and compulsory education for all children until they complete the age of fourteen years. This State has achieved this object to some extent by giving free education in Standards I to VIII. It is however a matter for consideration why education should be given free to children whose parents belong, comparatively speaking, to higher income groups. Government are already over-burdened by education expenditure. Methods to augment resources specially to meet educational needs have been explored without much success. There is a section of opinion that education need not be free even at primary level to those of the higher income group. There is considerable force in this argument. The question whether tuition fees could be introduced without offending the constitutional provisions and without being subject to adverse criticism may be considered. The considered views of the Commission in this matter will be of immense help to the State Governments. The income limit for levy of fees may be Rs.3,600 per annum.

Three Language Formula

The State has implemented the Three Language Formula. The Regional languages of Malayalam, Kannada and Tamil are taught from Standard I, English from Standard III, and Hindi from Standard V. All these languages are compulsory papers for the public examinations at secondary level. The children do not find it difficult to study three languages. But the standard in subjects like general science and mathematics have lowered because more periods are devoted for the study of three languages. The working of the three language formula has in general been a success.

Medium of Instruction

Instruction at Primary level and Secondary level should be

in regional language. At present there is a practice of sanctioning English Medium Divisions in selected schools. It persists because the medium of instruction at college level is English and colleges prefer students who are taught in English medium schools. Apart from this there is also the question of students coming on transfer from other States. Some provision has to be made for the education of these children. The English medium schools provide it. It is necessary to insist that the Regional language should invariably be the third language in the case of the English Medium schools.

Education Administration

Matters relating to all types of Educational Institutions except Medical, Agricultural, and Veterinary Colleges are dealt with in the Education Ministry in the State. Matters relating to Medical Colleges are dealt with in the Ministry of Health and regarding Agricultural and Veterinary Colleges in the Agriculture Ministry. This arrangement is satisfactory and calls for no change.

The re-organisation of the administrative branch of the Education Department has quite recently been considered by a Special Officer appointed for the purpose and the administrative set up as at present in force is being communicated to the Commission separately. The present set up is satisfactory. The District Educational Officers have each about 50 High Schools and Training Schools together under them while the Assistant Educational Officers have about 60 P Primary Schools each under them. The State has been divided into 3 regions and each region has been put in charge of a Regional Deputy Director of Public Instruction who has been given powers to dispose of all routine matters thus giving sufficient time to the D.P.I. to devote to important academic, administrative and policy matters. In order to make the system of inspection of the academic work more efficient, the State had decided in principle to appoint Subject Inspectors in important subjects, attached to the Offices of the three Regional Directors.

To bear the pressure of vast programmes of expansion it is suggested that the figure lines of the reorganisation of the Department should be thought of once in 5 years. This time limit is suggested to avoid haphazard changes at frequent intervals.

Now promotions to higher grades are given on the basis of seniority while the posts of Headmasters and the posts higher up like D.E.Os, Regional Deputy Directors of Public Instruction are selection categories promotions to which depend on seniority and merit. It is necessary to have a method of direct recruitment of persons with good academic qualifications and talent to higher posts in the service. At the same time this will be a matter of discontentment among the senior men awaiting their limited chances of promotions. As a via media this

Government are considering the question of direct recruitment to a very small number of the posts of Headmasters of Government High Schools.

The State has already agreed to the constitution of Indian Educational Service. But the gulf between the pay scales proposed for the Indian Educational Service and the pay scales of persons in the State Service may be cause for discontentment. The difference should not be far too glaring. Recruitment to the Indian Educational Service may be confined for the present to administrative posts.

The Role of Voluntary Agencies

The role of Voluntary Agencies in the field of education cannot be ignored. The Voluntary Agencies have played and will continue to play a significant role in augmenting the educational facilities in the country. Many of the voluntary educational agencies are running institutions of a high standard. But with the remarkable expansion in the field of education it has not been possible for most Voluntary Agencies also to adhere to standards. Further, unpleasant factors such as political, communal, and social loyalties appear to influence to a certain extent the functioning of the Voluntary Agencies in the field of education. In recent times another unhappy development has been that many Voluntary Agencies have sought to exploit the opportunities given to them in an irresponsible and corrupt manner. There is no doubt that Voluntary Agencies are finding it difficult to provide adequate funds for meeting the non-recurring items of expenditure in regard to the educational efforts undertaken by them. This has led Voluntary Agencies to seek to obtain money by collecting fees for admission of children and insisting upon donations from persons who seek employment. In certain cases the funds so collected have not been used for the purpose for which they were intended. In certain cases it is suspected that funds so collected are not used for bona fide purposes. Government and receiving complaints about malpractices indulged in by Voluntary Agencies. Some of the Voluntary Agencies have not been able to adopt correct and proper procedures in running their institutions and this has led Government to frame elaborate rules under the Kerala Education Act for controlling the running of these institutions. But even then it has not been possible to eradicate the corrupt practices indulged in by certain managements. Government have amended the Prevention of Corruption Act and included the Manager in the definition of the term 'Public Servants' and cases have been registered against managements under this Act.

The standards of some Voluntary Agencies who have come into the field in recent years are also low.

This is to some extent due to the fact that considerations other than academic necessities have also weighed with the sanctioning authority in allowing educational institutions to Voluntary Agencies.

While it may not be possible to totally rule out Voluntary Agencies from the field of education, it must be possible to tighten up procedures and ensure that the agencies do not indulge in unfair practices. Greatest care and scrutiny would be required before sanctioning institutions to Voluntary Agencies. The financial position and the educational interest of the Voluntary Agencies will have to be carefully considered before sanctioning schools to them.

It is also necessary to insist upon the fulfilment of conditions prescribed for opening institutions before giving permanent recognition to the institutions. It cannot be denied that there has been a general relaxation in these matters. Sometimes relaxations were made because educational facilities to the children in the locality could not be denied or postponed.

According to the Grant-in-aid scheme in force in this State, the tuition fee collected in aided schools is credited to Government while the salary of the teachers and of the non-teaching staff is met by Government. Managers are also given annual grant for the other recurring expenses of the school. The present grant-in-aid system works satisfactorily though it involves a very heavy financial burden on the State. The system is most satisfactory from the point of view of teachers and the managements. The system also enable the schools to maintain certain standards without difficulty.

HIGHER EDUCATION

Rush to Colleges

A substantial portion of the work done in the Colleges in India today is comparable only to the instruction given at the school stage in more advanced countries. Perhaps the last year of the first degree course and the two years of the M.A.,/M.Sc. Courses alone can be considered as measuring up to the level of University education in the West. The reason for this difference appears to be that school education in Western countries starts at a later age and is also of longer duration. But even with the existing pattern, a very much higher standard could be achieved if there are resources to tackle the difficulties created by the vast number of pupils who have to be educated.

The student who comes out after ten years of schooling is not mature or fit enough for gainful employment even on considerations of age. He therefore, looks out for further training and this is the reason for the great rush to Colleges. In a large country like India the number of students that go for

collegiate education may not be too great, if population ratio alone is considered. But the resources are extremely limited and the facilities that can be provided are too inadequate to meet the demand. The aspiration for a higher life and a better standard of living has to be welcomed and encouraged. But most young men have the feeling that higher education alone can secure these benefits for them. In Western countries a young boy who leaves the academic line at the end of the upper primary stage or earlier and takes up apprenticeship as an artisan can, in a few years' time ensure a comfortable life for himself, when his erstwhile class-mate who proceeds to the University courses is still grappling with books and examinations. Such a situation has not yet developed in this country. But it is to be hoped that it will come sooner than later and that the craving for white-collar jobs, and the disinclination to live by the sweat of one's brow will disappear and, along with it, the rush for higher education.

Admission to University level institutions is even now to a large extent selective. In Government Colleges students are admitted on the basis of merit, i.e., marks, in the qualifying examination, with the usual reservation for backward classes. But institutions under private management do not always adopt such a screening procedure. It is imperative that the method of selection should be uniform and that it should be based on merit and be subject also to some minimum standards.

The future expansion of higher education should be guided entirely by the requirements of society and quality of the end products should be the first consideration. Producing poor quality graduates in large number is a waste of national resources.

संवाद नियम

The cry now is for technical education which is of immediate potential employment value and as a result there is an unbalanced channelling of the best intellect among the youth towards courses like engineering and medicine. Steps have to be taken to correct this trend. Perhaps this can be achieved to some extent by offering attractive scholarships for talented students in the nonprofessional courses. With a view to meet the enormous rush of students to University institutions and bearing in mind at the same time the needs of a developing country like India it is necessary to provide diverse patterns of courses to the students coming into the University institutions.

Correspondence courses and evening classes.

Since there are ample facilities for higher education in the State the State University has not supported correspondence courses and this Government have agreed with the University's view.

Evening classes in non-Science subjects have been started this year at the University College, Trivandrum. The question of starting evening classes elsewhere will be considered after watching the success of the classes in the University College.

New Universities

There is only one University in the State. It has become very unwieldy with nearly 120 affiliated institutions and 1,00,000 students. It is therefore necessary to establish two more Universities in the State immediately. A nucleus has been formed by establishing two University Centres one at Ernakulam and the other at Kozhikode.

The question whether the Pre-degree Colleges and the Pre-degree classes in the Degree Colleges should be separated and placed under a separate Board of Examination with academic control by the University is under the consideration of the State.

Teachers

The teaching staff of all colleges should be given facilities for doing research. Promotions of teachers to higher positions should be based on proved attainment in research. Quality in higher education can be ensured only by insistence on research by the teaching staff and by constant exposure of at least the senior students to new knowledge.

The field of knowledge has become so vast that it is impossible to compress all the available information in a particular branch of study into a course lasting for two or three years. Further revision of syllabus should be thought of in these lines.

Emoluments of college teachers should be improved. They should bear comparison with the emoluments in other categories of public service requiring comparable educational qualifications. There should be a system for reviewing the work of college teachers at frequent intervals whereby members of the teaching staff who have proved their merit by research work and by the inspiring quality of their teaching work can be found out and given encouragement by way of promotion, etc.

While one of the important steps for raising the status of teachers is to increase their emoluments, the teacher also can raise his status by other means. The teacher should endeavour to remain true to the immemorial tradition to which he is heir and instead of falling a prey to the distractions and temptations of the day, contribute his utmost by ceaseless effort to the resuscitation of the character of his profession and thus regain the noble position which he once occupied in society.

Grant-in-Aid to Private Colleges

The State has a Grant-in-aid Code for private Colleges and the system is working well. The Code provides for giving teaching, building, and equipment grants to private colleges. But it has not been possible to give building and equipment grants for want of funds.

University Grants Commission

The University Grants Commission should be made the only statutory Central organisation for providing grants, controlling academic standards, strengthening University departments, and for taking various measures to expand the functions and the usefulness of University institutions. It would be very desirable that the grants allotted by the U.G.C. are, after careful study of the needs of individual Universities, given as non-lapsable block grants. The representatives of various Universities on the supreme body, namely the Commission itself and its various committees should be more broad based. It should be possible to establish committees of the U.G.C. for groups of Universities in a region so that more detailed attention could be paid to the individual needs and problems of these Universities. It would also be possible for the U.G.C. to make grants to the Universities without insisting on a matching share from the State Governments.

In actual experience it has been found that the grants from the U.G.C. mainly go to private Colleges, and the State Colleges have much less than the share proportionately due. This defect has to be remedied.

University Act

The Kerala University Act is being amended with due reference to the experience of the State in the working of the existing Act and with reference also to the Model Act forwarded by the Government of India.

Central University

It is desirable to have a Central University in each State. Such Universities should concentrate on developing post-graduate education and research at the highest level and also cater to the special language requirements of the country. It may be desirable to have such a Central University as of the unitary or residential type.

Scholarship at Collegiate Level

This State considers that the Centre should take responsibility for award of scholarships for higher education and that by the end of the Fourth Plan 15% of the College students should be covered by Scholarships. A National Scholarship Board may be established at the Centre for deciding the number of scholarships to be awarded for different class-groups, to decide the broad policies regarding selection, administration, to allot to different States quotas under each categories, and to exercise general supervision. There may be Boards in each State for the award of the Scholarships and to administer the Scheme within the State.

The Research Scholarships should be in a separate category. At present there are several agencies like the

U.G.C., the Ministry of Education, the C.S.I.R., the I.C.A.R., the Atomic Energy Establishment, etc., offering scholarships for research. It may be desirable to have a Central Scholarship Committee to co-ordinate the efforts of the various agencies in this matter. Here also a quota system may be followed and the Universities entrusted with the responsibility for selecting candidates and administering the scholarships. In this case the quotas may be University-wise depending on the strength of students rather than State-wise.

The present practice of not giving merit scholarships to children of parents whose income exceeds a certain prescribed limit does not seem to be very wholesome. It damps the spirit of such children. A certificate of merit is no substitute. Hence a number of scholarships may be purely on merit and the remaining scholarships may be on merit-cum-means. The children of parents belonging to low income-group may be assisted with loan scholarships to the maximum possible extent.

NCC

The scheme of compulsory N.C.C. has not been working satisfactorily. This should be replaced by an optional system with sufficient incentives to ensure that all able bodied students join the scheme.

Hostels

A very large number of student Hostels should be established during the IV Plan, especially in crowded cities where suitable accommodation is hard to find. Existing Colleges should be encouraged and aided with grants or loans for starting additional Hostels so as to take care of at least 30-40 per cent of the total enrolment.

Language Policy

One of the main causes of deterioration of educational standards in this country is the use of a foreign language which 99 per cent of the children do not learn nor have opportunity of using, in the early years of their life. It is not enough if the language is taught in the class room. The child should have opportunity of hearing and using the language outside the class as well. The English language does not have this advantage. To overcome this difficulty to the extent possible, English is being taught in this State from Standard III onwards. It is to be expected that the children will have some fairly satisfactory working knowledge of English at the end of the School course. In the two year Pre-Degree Course he gets facilities for improving his proficiency in English because it is the medium of instruction in those classes.

It will be difficult for years to come, to produce books of the University standards in the regional languages especially in Science subjects. English has therefore to continue as the medium of instruction at the University level at least for two more decades.

It has also to be noted that Kerala has a very large number of educated unemployed and that many seek employment outside India. Proficiency in English is of vital importance to a large number of the graduates from the State, from this point of view also.

Technical Education

General.- Whereas the production of Engineering Degree holders has reached a satisfactory level, production of Engineering Diploma holders and more so in the case of Craftsmen, is far below the number required by the Industries to meet their demands. There is also the complaint that the practical training given in the Engineering Institutions is not satisfactory enough to meet the requirements of the vast expanding industries. Hence the aim must be to produce more Diploma holders and craftsmen laying emphasis on the period, the quantum and the type of workshop, laboratory, and field training.

Diversion of students to professional courses.- Even now to a very large extent, students taking up to vocational, technical and professional courses depend mainly upon Government for jobs. This attitude must change. If the country produces a large number of such men, there will no doubt be unemployment and consequent discontentment at the initial stages. But such a position may be an indirect incentive for the students to start working with their own hands and gradually help in the industrialisation of the country. If this expectation is likely to be fulfilled, then the following suggestion may be considered:-

(a) About 10% of the students can be diverted at seventh standard level to courses -

(i) Purely academic with professional bias as in diversified Schools, if this type of institutions is to continue.

(ii) Partly academic and partly professional as in Junior Technical Schools; and

(iii) Purely professional as in Industrial Training Institutions.

While item (i) can be a feeder course for Collegiate Education, Courses (ii) & (iii) will definitely have to be terminal.

(b) About 15% of the students can be diverted at tenth standard level to courses;

- (i) Purely academic as in Polytechnics;
 - (ii) Purely professional as in some trades of the Industrial Training Institutes.
 - (c) About 20% of the students can be diverted at Pre-Degree level to purely academic courses as in Engineering Colleges and similar Institutions.
 - (d) About 5% of the Science Graduates can be diverted to specially designed Engineering Degree Courses and also part-time evening courses leading to a degree.
- Improving the existing system:-
- (a) Unskilled and Semiskilled Worker:- To provide on the job training for these categories, the following are suggested.-
 - (i) An unskilled worker must work under a skilled worker and be required to do all jobs under instructions from and supervision of the skilled worker.
 - (ii) After at least an year's experience an unskilled worker can be deemed to have acquired some skill in the particular trade of the skilled worker under whom he is working. He can therefore be considered as a semi-skilled worker, who, with a further period of intensive training in the particular trade, can develop as a skilled worker.
 - (b) In Schools :- Craft and Technical skills can be introduced into all forms of schooling beginning from the upper primary school by giving lectures of a general nature on Technology, to begin with, demonstrating the various skills and gradually introducing them to workshops and laboratories.
 - (c) Junior Technical Schools and similar types of Institutions:
 - (i) Award a large number of scholarships;
 - (ii) Provide enough workshop and laboratory space and equipments;
 - (iii) Provide sufficient qualified staff;
 - (iv) Extend hostel facilities to the extent required;
 - (v) Arrange placements in the Industries for apprentice training;
 - (vi) Provide incentives for talented students.
 - (d) Polytechnics:
 - (i) Award a large number of scholarships;

- (ii) Provide enough workshop and laboratory space and equipments;
- (iii) Provide sufficient qualified staff;
- (iv) Extend hostel facilities to at least 50 per cent of the strength;
- (v) Arrange with industry for satisfactory practical training;
- (vi) Provide incentive for talented students.

(e) Graduate and Post-Graduate Courses:

- (i) Award a large number of Scholarships for graduate and continue the 100 per cent scholarships for the post-graduate courses;
- (ii) Provide enough workshop and laboratory space and equipments;
- (iii) Provide sufficient qualified Staff;
- (iv) Extend hostel facilities to at least 50 per cent for the graduate and to all for the post-graduate students;
- (v) Arrange with Industry for practical training;
- (vi) Provide incentives for talented students;
- (vii) Work out schemes whereby either men in the professional and teaching institutions can be inter-changed for specified periods and each enabled to learn the latest advancements in the other field or personnel of teaching institutions may be deputed for training in the field without interchange of personnel.

Meeting shortage of teachers:- The shortage of teachers for Technical Vocational and professional education is now being met by the Teacher Training programmes for Engineering Colleges, the Regional Institutes for Training of Teachers for Polytechnics and Training Camps for Industrial Training Institutes. These arrangements are, more or less, sufficient to supply the required number of teachers. If felt necessary, these can be expanded.

Role of Industry:- The role of Private business and industry in providing and improving facilities for vocational, technical and professional education should be more or less on the following lines.-

- (i) All major problems be referred by the Industries with sufficient grants to the Institutions which the Managements feel will be competent to handle and suggest solutions;
- (ii) All Industries must undertake to give practical training at different levels to as many professional students are possible;
- (iii) Industries must pick out the really talented students, as observed during training, and absorb them on the right type of jobs on proper scales of pay;
- (iv) Authorities in charge of vocational, technical, and professional education must associate the Industries with the framing of syllabus and selection and training of students so that the final products are acceptable to the industries.

Professional Training:- As has been enunciated at the beginning, there is a complaint that the professional training imparted at the different levels is not satisfactory. Such a training will have to be organised on all-India basis by the Government of India with placement officer in each State working in collaboration with the Director of Technical Education. The following suggestions are made:-

- (a) Training for a period of one year after passing the final examination and before award of the degree for Engineering Degree students.
- (b) Training for a period of say, from one to two years in the case of diploma-holders after passing the final examination and before absorption in the profession.
- (c) A training of at least one year for J.T.S.L.C. holders in the Industries. The Apprenticeship Act must be amended to cover this category.